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Attitudes towards and effectiveness of work-related learning in the Bangladeshi community

This thesis is submitted to Middlesex University in partial fulfilment of the requirements for the degree of Doctor of Philosophy.

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25/09/03

"Our children need a proper environment to utilize their traditional practical skills".

ABSTRACT

The purpose of this research was to investigate the attitudes of the Bangladeshi disaffected pupils in Yr.10 & 11, their teachers, parents, career officers and significant members of Bangladeshi community, towards work-related learning and also to conduct an extensive examination into the effectiveness of work-related learning for Bangladeshi disaffected pupils at key stage 4.

A mixed methodology design was employed. Quantitative methodology was used to develop and validate a questionnaire with 62 items to investigate the attitudes of the 328 research subjects towards work-related learning. A response rate of 88% (N=288) was obtained showing their overall positive attitudes towards work-related learning. Using Principle Components Analysis (PCA), two factors, 'skills for working life' (SWL) and 'learning opportunities'(LOP) were identified from an overall number of 17 factors with eigenvalue greater than 1. Factor 1 with an eigenvalue 14.88 accounted for 28% of the variance and consisted of 32 items. Factor 2 with an eigenvalue 3.06 accounted for 4.9% of the variance and consisted of 27 items. An internal reliability of 0.93 for factor one, and 0.88 for factor two, was found by using Cronbach's alpha.

In the qualitative arm of the research, a case study approach was employed to determine the reasons for the attitudes and the extent of the effectiveness of work-related learning within a Bangladeshi community at Key Stage 4. By purposive sampling 24 people were selected for in-depth interviews from both extremes of attitudes - those who either strongly agreed or strongly disagreed - within quantitative sample. The themes that emerged included skills for working life, learning opportunities and utilisation of traditional practical skills through out-of-school context. Overall, the National Curriculum was inappropriate for many pupils, religion and culture were not seen as barriers to education, and work-related learning programmes reduced the disaffection of pupils within the Bangladeshi community.

Finally the research concludes with suggestions for the Bangladeshi community, schools, the Department for Education and Skills, the Careers Service, employers, parents and other partners involved in work-related learning programmes.

GLOSSARY

AR Projects – Action Research – 39 Steps Projects

DfEE-Department for Education and Employment (Now changed to DfES)

DfES- Department for Education and Skills

Disaffection- Disaffection is an umbrella term covering all young people who are in compulsory education and fail to gain access to mainstream education and training. This is whether they attend school but switch off from and underachieve in education, or are non-attenders, or have behavioural difficulties. It is the common name of all the hallmarks involving the risk of dropping out, truancy, underachievement, disruptive behaviour and drug abuse.

EAZ – Education Action Zone

FE College-Further Education College
GCSE- General Certificate for Secondary Examination

GNVQ- General National Vocational Qualification

Key Stage 4- Secondary school Yrs 10 and 11

LOP – Learning opportunities

MSC-Manpower Services Commission

NVQ- National Vocational Qualification

Ofsted- Office of the standard education

Q sorting- A way of sorting parts of objects of a study. The most recognizable features of Q sorting are that "subjects" sort cards (a Q sort) into a number of piles that represent points on a continuum.

QCA-Qualifications and Curriculum Authority

SENCO- Special Educational Needs Co-ordinator

SWL – Skills for working life

Underachievement- Gillborn (2000) has defined educational achievement of a student in terms of GCSE grades. In his recent writing he has mentioned that many school heads have similar ideologies for the term 'achievement'. Gillborn (ibid) explains that the education system is dominant by higher grades of GCSEs, which have established an A-C economy in the school and 5 GCSEs at grades A-C have become a hallmark of success. Students failing to achieve higher grades would be known as under-achievers in education.

Work experience- Year 10 pupils are required by the NC to take work experience with employers for two weeks. During these weeks the pupils do not go to school, but attend the work placements as organised by the schools. It is an opportunity to be introduced into the world of work. Students will not be paid for their two week placements, but the schools pay their travel costs.

WRL - WRL means learning through work. learning about work and learning for work. It is an opportunity for all students to spend time up to one day per week in a work place, training place or a college, which could hopefully prepare them for life after school. It could be particularly beneficial for young people in years 10 and 11 who are underachieving at school and not being adequately supported by the NC to develop their skills in communication, numeracy, literacy. problem solving and IT. Students on WRL schemes can replace two of the three subjects: Science. Modern Foreign Language and Technology, and study other subjects at their schools. It is not a separate curriculum but part of the NC, which will be supervised and monitored by the teachers.

ACKNOWLEDGEMENTS

<u>Dedications</u>

"I dedicate my noble work to my father who died in 1994 and mother who died in 2003"

Mohammed

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1 Chapter One: Cultural Background of Bangladeshis in Britain

1.1 Introduction

Most Bangladeshi pupils underachieve in education and are under-represented in employment in Britain (Carter, Fenton and Modood, 1999 and Haque. 1999). The Census 2001 highlights that 78 % of Bangladeshi boys and 63 % of girls, averaging 70.5 % underachieve at GCSEs, and 40 % of the Bangladeshi young people aged between 16-24 are unemployed (Census, 2001). Their underachievement can be traced back to 1980s. The Swan Report (1985) first revealed the detailed educational performance of Bangladeshi pupils and showed that they were the lowest achieving group in comparison with their other Asian or White counterparts (Modood and Berthoud, 1997). Before that, their educational performance was not recognised as an issue and was focused either jointly with Pakistanis or they were regarded collectively as a South Asian group (Wrench and Qureshi, 1999; Haque op. cit. and Peach, 1990). Their underachievement in education has continued to this day.

Whilst more than two decades have passed and many studies (see for example Haque, ibid; Yahya 1996; Marland, 1996; The Swan Report op. cit and The Home Affairs Committee, 1986) have revealed the reasons (see Section 2.4 in Chapter Two) of their low attainment in schools, to date there has been no detailed empirical study at any level suggesting the ways and means of reducing their underachievement. In the absence of such studies, this thesis aimed to explore the benefits of work-related learning within the school curriculum for the Bangladeshi community. Evidence suggests that work-related learning (WRL) has been very effective for disaffected pupils at Key Stage 4 particularly to develop components of key skills and motivate, raise educational attainment and re-engage them in education [QCA 1999a, New Start Initiative 1999. Key Stage 4 Demonstration Projects 2000, Alternative Education Provision (NFER) 2000, Action Research -39 Steps Projects (AR Projects) 2000, EAZ 2000, and Fresh Start Schools 2000].

QCA (1998a, 1999a and 2003) defines WRL (see also 2.6 in Chapter Two) as learning 'through work', learning 'about work' and learning 'for work'. WRL at Key Stage 4 can take place through any planned activity using work as a context for learning, which illustrates aspects of working life. WRL 'through work', that is through work experience and enterprise activities, improves motivation and

attainment. Learning 'about work' through vocational courses, increases pupils' understanding of themselves and of the world of work and its contribution to the community. Learning 'for work' is the improvement of key skills including literacy, numeracy, communication, improving one's own performance, working with others and Information Technology (IT). This can help young people at transition to adult and working life (DfEE 1997c, 1999b, 2000a; QCA 1999d; Focus Central London 1999; NFER 2000).

It is an opportunity for all students to spend time up to one day per week in a work place, training place, or a college, which could hopefully prepare them for life after school. There are situations where WRL can be particularly beneficial for young people in years 10 and 11 who are underachieving at school and not being adequately supported by the National Curriculum (NC). WRL could develop their skills in communication, numeracy, literacy, problem solving, and IT. Students on WRL schemes can replace two of the three following subjects: Science, Modern Foreign Language, and Technology. This blended learning through the use of an out-of-school context is supervised and monitored by teachers appointed to the task. Under Section 363 of the 1996 Education Act, the Secretary of State for Education has empowered the schools to set aside, or modify, parts of the NC at Key Stage 4 provided that the schools have workable plans and structures in place as a complementary education to the other subjects studied at schools (QCA, 1998a). It can provide credits towards a National Vocational Qualification (NVQ). Between 1997-2001 about 1000 schools have included a WRL programme within the school curriculum for their multicultural pupils and the evaluation reports of these projects indicate success, particularly for the disaffected pupils who are reported as being 'back on the track' (NFER, 2000; DES, 2003 and QCA 2003)

Whilst most attention has so far been on the effectiveness of WRL programmes for multicultural pupils in general, no evidence-based research has been offered on how effective the WRL programme would be for the Bangladeshi pupils at Key Stage 4. This study is thus the first to focus on evaluating evidence on WRL for Bangladeshi pupils at Key Stage 4. This adds to findings from the DfES projects, which are evaluated in section 2.7 in Chapter Two.

In order to carry out this work, the attitudes of the Bangladeshi community (e.g. disaffected pupils at Key stage 4, their parents and significant members) as well as teachers and careers officers (see significance in section 1.2) towards WRL and its effectiveness as a model at Key Stage 4 for prospective disaffected pupils in Camden schools were examined.

In order to bring the Bangladeshi community into the research perspective, it is important to study their cultural and socio-economic background. The next sections of this Chapter detail the significance of study attitudes of the Bangladeshi community as well as teachers and careers officers; historic origin of Bangladesh, background information of Bangladeshis in Britain, their culture and socio-economic background.

1.2 Significance of this study

This unique study highlights the attitudes and vocational needs of young Bangladeshis (14 - 16 years) in their community setting (London Borough of Camden) and analyses the detailed views of their educational aspirations and the extent to which WRL can satisfy these. Following the pilot research reported in this study where a group of year 11 Bangladeshi disaffected pupils, matched with a control group, coped better with transition from school by learning through work related studies, this current work closely examines the opportunities that WRL offers young people who are approaching school leaving, or transfer to further education, training or employment.

This section will deal with the significance of studying the attitudes of young people from Bangladeshi origin who are disaffected in Key Stage 4, their teachers, careers officers, parents, and significant members. It will also evaluate the significance of the adoption of WRL at Key Stage 4.

1.2.1 The study of 'Bangladeshi young people'

The researcher is a member of the Bangladeshi community with 31 years experience of working very closely with Bangladeshi young people and their parents. He has worked as a qualified careers officer for last the 10 years to support the Bangladeshi community in their education, training, and employment needs. The knowledge and skills thus developed in working with them in relation to culture, society, religion,

and socio-economic status will contribute to the study. Bangladeshi young people are underachieving as a group (Haque, op. cit.; Ofsted, 1999; and Wrench and Qureshi, 2000), and this research is motivated to seek out factors that will redress this under achievement.

1.2.2 The study of 'disaffected pupils in Key Stage 4'

The final two years of secondary school, Years 10 and 11, is known as Key Stage 4. These two years are very important in the lives of students while they study their GCSEs. During this period, they undertake a two-week work-experience placement with employers, which is the first opportunity for pupils to explore an out-of-school context and work with adults other than teachers, i.e. it is likely to be their first experience of the world of work. Many students are likely to gain insights into their career prospects from these placements. At the end of year 11, they have to choose an option for the next phase of their education. This includes whether they will go into the sixth form, college, training provision, or employment. The students should be sufficiently well informed to choose from these options. The disaffected students find it difficult to cope with these options, as they cannot meet the entry criteria. A cohort of about 30% of Bangladeshi young people (Census, 2001) becomes unemployed at this point.

Disaffected pupils in Yr. 10 and 11 have already had experience of underachievement and failure in the school, and are likely not to have had the option of WRL within their school curriculum. How do such pupils feel about the younger pupils who are able to undertake WRL during their Yr. 10 and 11 studies in school? This study sets out to collect and evaluate the attitudes of such young Bangladeshis towards WRL in the context of the options and choices they face in Key Stage 4.

It would be useful to know what the position of WRL is, from their perspective. So it is important to study the attitudes of these students about the adoption of WRL for prospective Key Stage 4 pupils.

1.2.3 The adaptation of WRL at Key Stage 4

As described above 'disapplication' of the NC is available at Key Stage 4, which allows pupils including disaffected whom it is thought can benefit from such provision. The Secretary for Education has empowered the secondary school heads

to disapply (see Section 2.5.2 in Chapter Two) three of the two subjects: science, art and design, and modern foreign language so that pupils can spend time with employers, training providers, or embark on a college course (DfEE, 1996c).

1.2.4 The study of: parents, teachers, career officers and significant members.

In order to understand further the social and educational environments of Bangladeshi pupils, the attitudes of these groups are considered important in relation to education and the future prospects of disaffected Bangladeshi pupils. Some of the important reasons are set out below.

Bangladeshi parents, particularly most of the first generation in this country, have a low level of education (Modood and Berthoud, 1997) but they value the education of their children with as much importance as education is valued in their home country. Generally in Bangladesh, education is regarded as the backbone of the nation and is perceived as a tool for socio-economic development. Bangladeshis believe that education is a vehicle, which could take them to a position to enable them to build a prosperous country (also see Section 6.3 in Chapter Six). Bangladeshis have carried this theme with them in this country. They understand that their children, in order to gain better employment and access to economic benefits in Britain, should receive education and training. They also believe that by improving their skills and capabilities, children will be able to compete with others and access a more prosperous life. Young people come to share the attitudes of their parents, which in turn, affect their attitudes to schooling. In bringing attitudes and associated values to school, these students are motivated in important vocational and academic attitudes to learning. Those teaching these pupils develop their own attitudes about their pupils' education. It is therefore important to study the attitudes of teachers and parents for the future prospects of the pupils.

The attitudes of significant members are also important because this group has a vital role, contributing towards raising achievement amongst many Bangladeshi children. This group is composed of professionals from all fields including doctors, accountants, teachers, nurses, youth workers, priests, engineers, community workers, social workers and local politicians from the Bangladeshi community. They

contribute towards raising educational attainment amongst Bangladeshi pupils on a voluntarily basis and also as paid employees in local business and organisations, and offer advice sessions on education, training, employment, social and religious education. Some of them have been actively involved as members of Camden Bangladeshi Steering Committee for raising achievement amongst Bangladeshi children (BEC, Annual Report, 2000-2001). They are important role models within the community from whom young people take many of their social cues. They offer (voluntarily) guidance and advice in their various needs including education, training, employment, welfare rights and health problems. Therefore, it is important to study the attitudes of this group in connection with the Bangladeshi children's future.

Career officers' role in education for a high proportion of young people at Key Stage 4 is a very important support for the pupils including GCSE subject choice, choice of work experience, choice of options at 16, information and advice on sixth forms and colleges and their courses; training courses and employment. A majority of young people receive career guidance interviews in year 11 and start to plan their future lives in varying degrees of commitment at this stage.

1.3 Background information of Bangladeshis in Britain

1.3.1 Historic origin of Bangladesh

The Bangladeshis are the most recently arrived and the last major ethnic minority community to settle in Britain in the latter part of the 20th century (Quader, 1992; Modood op. cit and Haque op. cit). There are 283,063 (Census, 2001, from the internet) people spread over Britain and 95% (Haque, op. cit); Yahya, 1996 and Choudhury, 1993) of them are from Sylhet, a South Eastern district of Bangladesh.

The present state of Bangladesh was a part of Pakistan between 1947 to1971 and before that Bengal, comprising the eastern part of the Indian sub-continent. The Indian sub-continent was neither one country nor inhabited by an ethnically homogeneous people. The native and the foreign rulers had conquered a vast part of the sub-continent at different times, but had never been able to centralise power to one authority. Rather they were inevitably bound to employ sub-rulers in different

states to keep control of administration of the entire sub-continent. Bengal was one of these states named after their language: Bengali. Bengal was also known as the 'rice bowl of India' due to its relative wealth and high resources and was also the focus of India's political, commercial, literary, and artistic life. Bengal had two parts - West Bengal populated by Hindus and East Bengal populated predominantly by Muslims (Yahya, op. cit. and Alam, 1988).

European influence in the region had been considerable. as towards the end of the 16th Century, foreign traders arrived in India, starting first with the Portuguese and followed by the Dutch, the French, and finally the British in the middle of the 18th Century. The British East India Company developed strong trading links and began to influence the administration of the whole sub-continent. Bengal. because of its enormous resources, became a target. The people of India not only lost their independence. but within a short time were faced with economic disaster. Bengal continued as a part of British India until the end of British rule. British rule concluded in 1947 with the creation of two independent states. Pakistan and India, with Pakistan having two wings. East Pakistan and West Pakistan. They were separated by 1800 kilometres of foreign territory. They had a different culture and language but were bound together by a common religion - Islam. West Bengal remained a part of India and East Bengal became East Pakistan (Yahya, op. cit. and Alam 1988).

The concept of the creation of Pakistan was in essence that of a separate state for Muslims. After the partition. the Bengali people became the victims of West Pakistani political. cultural and economic domination. However. having suffered from Pakistani administration for more than two decades. East Pakistan became independent in 1971 through a bloody war lasting nine months, with a new name - 'Bangladesh': 'Bangla' is the national language and 'desh' means country (Alam op. cit).

Independence of the nation was an achievement for its people. but it did not bring much good fortune to the people of East Bengal. The great majority of the Bangladeshi people still experience poverty. illiteracy. political instability and poor health. Bangladesh. 32 years after the liberation. is still one of the poorest countries in the world. (The World Bank Fact Book. 2002. from the Internet. on 12.11. 2002)

1.3.2 The history of Sylheti migration to Britain

The history of emigration of Bangladeshi / Sylheti has been detailed in many studies and is characterised as 'from ships to restaurants' (Choudhury 1993; Gardener 1995; Haque op. cit). The emigration of Sylheti speaking people started towards the end of the 18th Century, when they were working as crew on boats and ships. Their skills, abilities and brave actions caught the attention of the British Navy in Sylhet, and they were recruited in the British Naval ships as engine room workers, cooks or general crew members. These people were ill treated and compelled to do the most indecent work for a small proportion of the wages paid to White seamen. But some brave, adventurous young people began their journey from Bangladesh to the dockside of the more wealthy and prosperous city of British Calcutta (Momen, 1991). Many others followed them after having established a base there and it was there that they obtained jobs in the British merchant navy as cooks and labourers. This gave them the privilege to travel to different parts of the world, including Britain, (Alam op. cit; Islam, 1989; Momen, 1991; Choudhury 1993 and Haque op. cit).

These Sylheti people were not used to sea journeys. Many of them jumped ship in British ports and managed to find jobs in restaurants and hotels as cooks and kitchen porters. Many others continued working in the ships. Islam (1989) says in his 'Provashir Kotha' that hundreds of Sylheti seamen died during the First and Second World Wars while they were working in the British Navy. During the First World War (1914-1918), more than a thousand Bangladeshi seamen arrived in Britain. Following the war, some of these seamen settled in different seaports, while others returned to their home country with an intention to return later.

By the mid 1950s, there was a huge labour shortage in Britain's manufacturing and service industries. At that time, the main bulk of primary emigration of men took place. Immigration to Britain was very straight forward and the Bangladeshi settlers were encouraged to bring their friends and relations from Bangladesh, particularly by the textiles, ceramic, steel and catering industries (Haque, op. cit)). Gardener and Shukur (1995) highlighted that this immigration was not due to the 'push' of poverty

in Sylhet and the 'pull' of economy in Britain, rather the 'pull' of 'profits and adventure' (Gardener and Shukur as in Haque).

As a result, hundreds (Alam, op. cit) of Bangladeshis migrated to Britain. On top of that, the Commonwealth Immigration Act (1962) allowed labour migrants to enter Britain by producing a voucher provided by an employer, which indicated vacancies in their companies. The Sylheti people took this opportunity and established a chain of migration of their friends, relatives and family in thousands and found them jobs in factories, restaurants, clubs etc. (Momen, 1991 and Haque, op. cit).

In contrast Momen (op. cit) says that the 'push and pull' theory seems to be a comprehensive framework as it recognises the socio-economic background of the Sylheti people, and also the need for cheap labour in Britain. The Sylheti people were 'pushed' away by the economic struggle of Bangladesh, and 'pulled' by Britain's demand for labour.

However most of the Bangladeshis who migrated were peasants from rural areas and came from semi-educated backgrounds with little or no knowledge of the English language. They were employed in manual jobs in factories and restaurants. Many, in fact, found employment in Bangladeshi restaurants where they were not required to have English language skills and as a result many Bangladeshis did not try to learn the language. On the other hand, other migrants from East Africa, Asia and India had greater skills and qualifications, more experience and a better knowledge of English. Ballard (1990 - 1992) compared the levels of poor backgrounds to migrants from Bangladesh (Sylhet) and Pakistan (Mirpur) with prosperous places in India (Punjab and Gujrat) where the majority of Indians had immigrated (Quader, 1992 and Modood, 1997).

Momen (op. cit) also explained that the 'pressure to migrate' theory which was used by the Home Office in 1980 when there were unrealistic delays in granting entry permission for dependants to join the male member of their family in Britain. According to Momen:

> "The main assumption behind the thesis was that all applications were fraudulent unless proved otherwise. There was a pressure on the people to migrate because of

economic and social reasons. Therefore all applicants for entry certificates are potentially suspicious".
(Momen, op. cit. p7)

There was an understanding that economic as well as the social reasons motivated the migration process. This 'pressure to migrate' theory also helps explain the slow process of settlement of the Bangladeshi community. Long delays in joining the families caused a serious impact on physical and mental health of family members and their children's educational development (Momen, op. cit). Having faced a long delay in immigration, children often started education in Bangladesh. Thus when they were granted permission to join their families in Britain, their education was seriously jeopardised, as they could neither understand the language of instruction nor could the teachers understand them, leading to underachievement in education. As a careers officer, the researcher experienced each year over a period 10 years, that a large number of students who underachieved, included those who were late to join the education system in the U.K. The subsequent lack of qualifications at school leaving age is a major consequence and this is now reviewed in Section 1.4.

1.3.3 The Demography of present Bangladeshi (Sylheti) in Britain

It was discussed earlier that there are 283,063 (Census, 2001) Bangladeshis in Britain and their settlement has occurred throughout the country.

Figure 1.1: The spread of Bangladeshi population in Britain

Bangladeshi Population Spread in Britain

North East	North West	Yorkshire And The Humber
East Midlands	West Midlands	East
Greater London	South East	South West
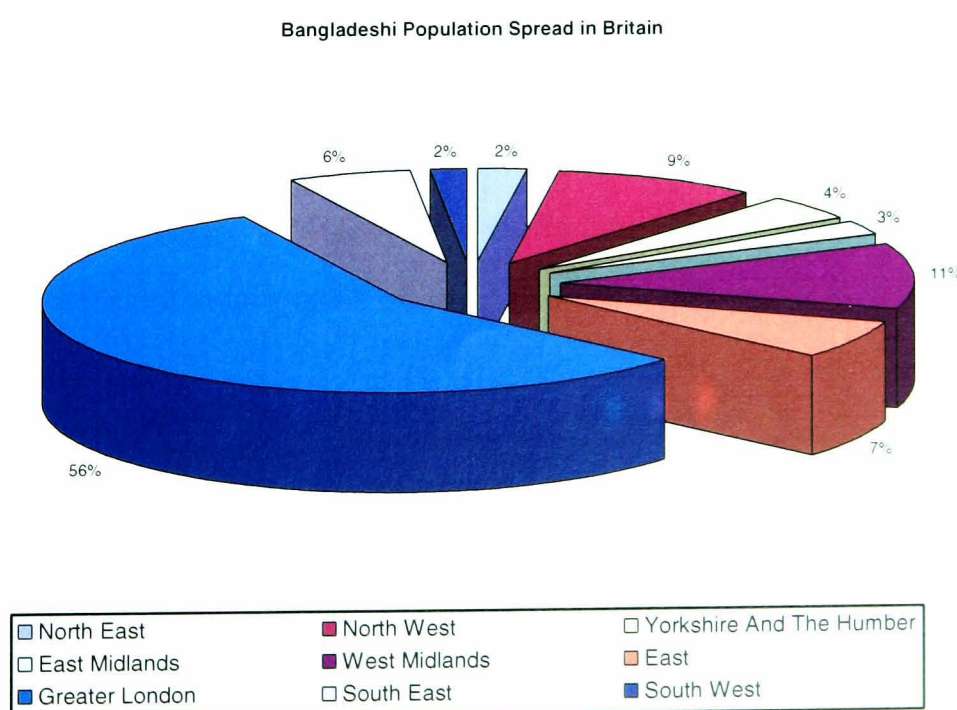
Figure 1.1 shows that a large majority of 56 % of Bangladeshis live in Greater London, whilst 11 % live in the West Midland, 9 % in the North West. 7 % in the East, 6 % in the South East, 4 % in Yorkshire. 3 % in the East Midland, 2 % in the North East and 2 % in the South West.

The Bangladeshi migration rate reached a peak (Modood, Berthoud et.al. 1997) during the period 1980-1984 after decades of the migration of other ethnic minorities in Britain. Among ethnic minority communities in Britain. Bangladeshis. due to a high birth rate, are the most rapidly growing ethnic minority community (Modood, op. cit. and Peach, 1990). The Bangladeshi community in Britain has a young age profile: 39 % of them are under the age of 16; a similar proportion to Pakistanis. Amongst the various ethnic groups, 32% of Bangladeshis are born in the British Isles which can be compared to 50% of Pakistanis, 43% of Indians, 34% of African Asians and 57% Afro-Caribbeans whilst the Chinese have a smaller percentage of 26% (LFS, 2002).

The Census 2001 highlights that, 153,901 (54.37 %) of Bangladeshis are living in Greater London and 65,553 (23.16 %) live in the London Borough of Tower Hamlets. Figure 1.2 shows that the populations in other major London boroughs including Newham are 21,458; Camden 12,569 (see also section 1.3.4); Hackney 5,970; Westminster 5,000; Islington 4,229; Redbridge 4.224; Enfield 3,524 and Southwark 3,642. However, Yahya (op. cit. pp 27-28) claims that the population figures quoted in the census are under-enumerated for many reasons including unawareness of the importance of the census by many Bangladeshi households; hence they failed to return the form. Some households had a language problem in completing the forms, or a fear of a rent increase by declaring non-dependent children, or a fear of police raids by declaring members with immigration problems.

Figure 1.2: The spread of Bangladeshi population in London
(The places with population less than 1000 are not shown.)
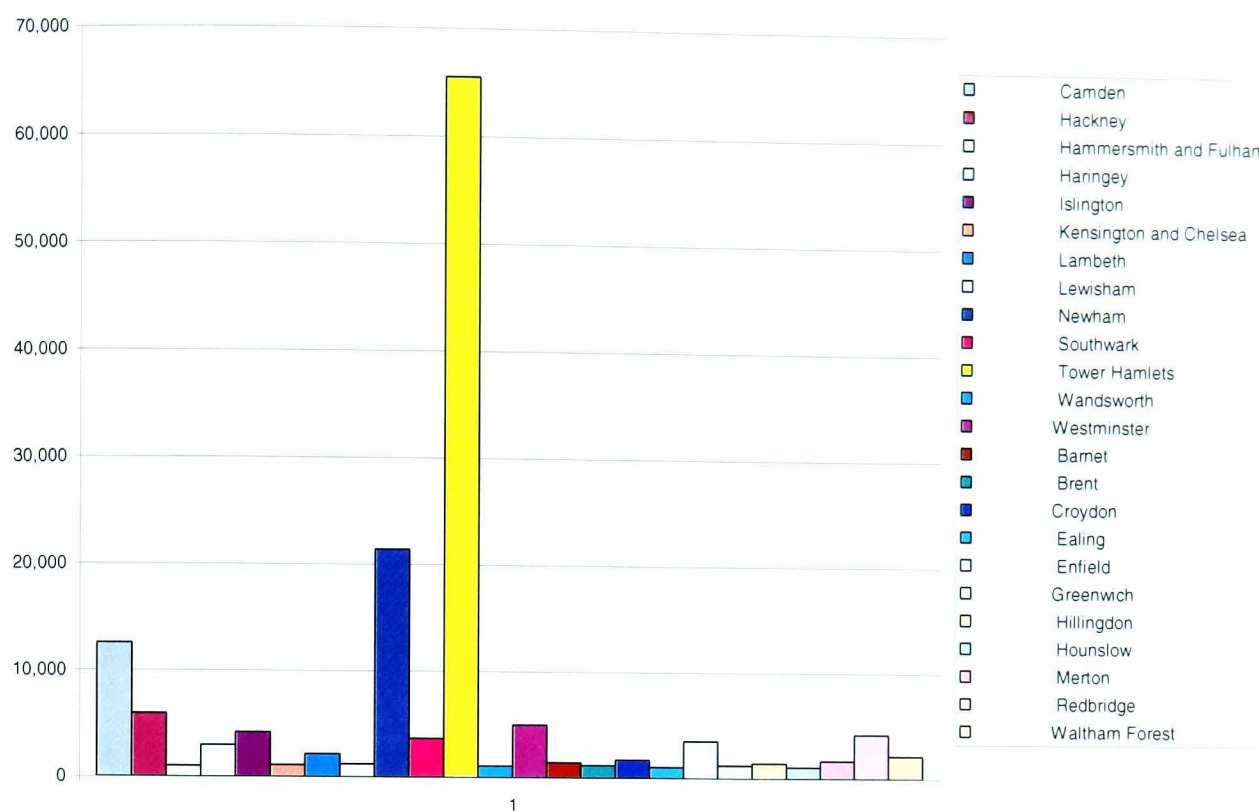
Bangla Town (previously Brick Lane) is the centre of the Bangladeshi community in Tower Hamlets and is compared, by many Bangladeshis, to 'Bandor bazaar' of Sylhet, Bangladesh, a centre for various trades and meeting points. Brick Lane and its surrounding areas are well known to Bangladeshis and other associated communities as the heart of Bangladeshi trades, commerce, cultural, religious and political base. Bangladeshis are involved in local politics all over the country, but their representation is highly significant in Tower Hamlets and also in Camden (Yahya, op. cit)

The researcher will now mainly focus on the Bangladeshi community in Camden as the geographical location of this study is in the London Borough of Camden.

1.3.4 Sylheti community in the Borough of Camden Council

After Tower Hamlets and Newham, Camden is the third largest (Swift, 2000) Bangladeshi community. According to the population projection by Greater London Authority (2000), there are 9,700 Bangladeshi people living in Camden. But according to the Bengali Workers Action Group (BWAG), one of the leading Bangladeshi organisations at the Surma Community Centre, this figure was 15,000 in 1992 (BWAG, Biennial Report, 1991-1992). Over the last decade, this figure may

have reached to 20,000, as the Bangladeshi community, not only in Camden but also in other areas in London has grown rapidly, mainly because the dependant members of the split-up Bangladeshi families arrived here to join their families and the fertility rate is high amongst Bangladeshi women. The birth rate among the Bangladeshi community is five times higher than the national average (Modood, 1997).

1.3.4.1 Language

Most of the Bangladeshis in Camden and indeed in Britain speak their own dialect, 'Sylheti'. Those who are literate can also speak the national language Bengali. The Bangladeshi community believes that Sylheti is a spoken dialect and it does not have any written script. However, in contrast, Chalmers (1996) argues that 'Sylheti' does have written scripts known as 'Sylheti Nagri' and it is a unique form, and Sylhet has a significant literary tradition:

> "In any case, the script is unique. Sanskrit, Hindi, Nepali, Marathi and many small languages share the Devnagri script, while Assamese, to which Sylheti is often compared, shares the Bengal script. That Sylheti has its own script, shared with no other language larger or smaller, is of interest in itself." (Chalmers, 1996, p22)

Chalmers goes on to say that any works in Sylheti Nagri used to be handwritten until 1860s, when a Sylheti Nagri typeface was created. 'Sylheti Puthis' (the description of Sylhet texts) were first published by the 'Islamia Press' in Sylhet, who shared the typeface with 'Sarda Publishers' to print Sylheti works. However, she claims that, Sylheti Nagri was not an official language and its typeface and 'Puthis' were destroyed in two stages:

> 'Partition at the time of Indian independence cut the links between Sylhet and West Bengal, while the Hindu owner of Sarda Publishers moved to India. Then, during Bangladesh's war of liberation from Pakistan, a bomb fell on the Islamia Press'.
> (Chalmers, op. cit. pp24-25)

Chalmers also claims that Sylheti is not only the regional language of Bangladesh but it is spoken by about 300,000 Sylheti in Britain. However, alongside Sylheti dialect, the new generation speaks English with their siblings at home, while the first generation mostly maintains the traditional Sylheti language.

According to the Fourth National Survey (Modood, Berthoud et al. 1997) 75% of Bangladeshi men speak English fluently or fairly well, like most other ethnic minority groups, whilst only 40% of Bangladeshi women can speak English well.

Modood & Berthoud (1997) highlighted also that the fluency of English speaking is directly proportional to age of the person and their length of stay in this country, that is the greater the age and length of stay the higher the fluency for both men or women.

A survey 'Valuing Diversity' by Camden Council (1996) reveals that 95% of the Camden Bangladeshi population is Sylheti: firstly this population is made up of a very large proportion of first generation settlers (Momen, 1991): secondly, the Bangladeshi population in Camden is very much a Sylheti population.

1.3.4.2 Religion and culture

According to the survey of Bangladeshis in Camden 'Valuing Diversity' (Camden Equalities Unit and Institute of Education, 1996) 100% of Camden Bangladeshi residents are Muslim and the residents always eat 'Halal food', that is the food permitted by the Islamic faith. There are numbers of Bangladeshi owned businesses including grocery shops, restaurants, cafes and departmental stores in Kings Cross, Drummond Street, and at the West Euston Partnership area where the Bangladeshis are densely settled. There are also several Bengali community centres, cultural centres and mosques which enabled the Bangladeshis to perform their cultural and religious activities.

Religion has a strong influence upon the daily lives of the followers, which is reflected in their culture. Living in an extended family is a basic concept of the Muslim/Sylheti community in Camden and other areas in Britain. The Sylheti community is male dominated, hierarchical and authoritarian. Females are generally segregated from males. Free mixing between males and females is not allowed by the religion of Islam unless attached closely with the family. The community behaviour is dictated by being based on Islamic principles. Marriage and a stable family life are fundamental in Islamic society.

Most marriages in the Sylheti Community in Camden and other parts of Britain are 'arranged' by parents or community elders. However, consent of both man and woman is an essential prerequisite and a marriage without the consent of either is not valid in Islam (Hadith Sharif, 1982: Sahih Al-Bokhari, sections 4757 and 4758). The concept of 'boyfriend and girlfriend' and sexual relations outside marriage is not

allowed by Islam. The Islamic ideology strongly holds the concept of 'IZZAT', which means the honour or reputation, and the family's honour or reputation is directly related to the behaviour of members of the family, mostly the women. This is one of the prime concerns of a Sylheti Muslim family, which is nurtured amongst family members from an early age. The protection of virginity until marriage is another fundamental principle, which must be maintained. Sex outside marriage is strictly forbidden and regarded as a great sin, which will damage family 'IZZAT' (Brah and Shaw, 1992; Yahya, op. cit; Modood, 1997 and Haque (op. cit).

Most Sylheti men, in Camden and all over the country, marry between 25 to 30 years of age, whilst most women marry between 18 to 20 years. It is the norm in the Sylheti community that the men should be older, taller and more educated than the women. Men should work to maintain the family's expenditure and the women to maintain the household work and raise children. The Sylheti families put responsibility on the boys to carry out the family's tradition whilst the girls are expected, on marriage, to live with the husband's family. The parents have overall command of the family and many parents live with their married children and grandchildren. As a result the average member of persons per household is six (Modood, op. cit). Most parents, particularly the first generation, want their children to marry by going to Sylhet, Bangladesh. However, there is a tendency within the new generation to marry into a local based Sylheti family because of the risks due to cross-cultural differences. It is widely understood that a young British Sylheti often finds it difficult to adjust with a Sylheti young female or male from Bangladesh. Young people who are either born, or brought up, or both, in the British Muslim culture tend to have chosen their life partners from the same cultural backgrounds either by themselves or by their parents. The wedding halls, banqueting rooms, hotels and community centres are booked in advance, in some cases six or seven months before the wedding. There is a shortage of venues for wedding parties, which is a cause of anxiety amongst parents who want their children to marry in this country. As a result once a marriage is orally arranged between two parties, the next step for the parents is to book a suitable hall, large enough for 300 guests for an average marriage. (Adapted from Yahya, op. cit and the researcher's personal experience.)

1.4 Social and economic characteristics

The Bangladeshis in Britain are the most socially and economically disadvantaged amongst all ethnic groups. The Fourth National Survey (Modood, Berthoud, op. cit) highlights that there is widespread poverty amongst Bangladeshi (and Pakistani) communities. 80% of the Bangladeshi households have an income which is less than half that of the national average. The following sections will focus on the problems faced by Bangladeshis including housing, education, employment and unemployment.

1.4.1 Housing

Housing is one of the most serious problems faced by the Bangladeshi community.
The Camden Equalities Unit and the Institute of Education (1996) reported in their 'Camden Bangladeshis Resident Survey' about the deplorable housing situations of the Bangladeshi community in Camden. The Report cited a quotation from the Home Affairs Committee Report (1986) that:

> "The Bangladeshis are the most recently arrived of Britain's major ethnic communities and are considerably disadvantaged. Their problems generally differ in degree rather than in kind from those of other ethnic minorities, partly reflecting their recent arrival, but the difference of degree is sometimes substantial. They tend to occupy the worst and most overcrowded housing, their recorded unemployment rate is exceptionally high (although some will be obtaining income from commercial activities within the home), average earnings are lower than for any other ethnic minority, there is considerable underachievement among their children at school, fewer than in other ethnic minorities have a reasonable command of English, the language barrier and cultural factors restrict their access to health and social services, and they appear to be disproportionately affected by racial violence. These problems exacerbate each other, and poor command of English in particular is central to a whole range of disadvantage." (As in Valuing Diversity, Camden Bangladeshi Residents survey, 1996, p8)

Peach (1990) highlighted the fact that the highest percentage of council housing amongst Asians is under Bangladeshi occupation. The housing problems are due to overcrowding, poor quality of housing, homelessness, etc. The first Bangladeshi immigrants were single men who shared a room with fellow single men but with the arrival of their dependant wives and children from Bangladesh serious issues of over-crowdedness and homelessness arose. Very often the whole family lives in one room in bed and breakfast or other types of temporary accommodation.

Even after more than a decade the Bangladeshis are still in a disadvantageous situation regarding housing. This contributes to a wide range of problems. The cramped housing can jeopardise the children's health and education. Lack of proper accommodation results in sleeplessness and hindrance in homework. Homelessness also contributes to much physical and mental illness and to stress and unhappiness of the family. In turn there is low achievement by Bangladeshi children in education. (The London Research Centre, 2000, Swift, 2000 and Yahya op. cit.)

Figure1.3 shows that Bangladeshis have largest the households with an average of 4.7 people, in comparison to Pakistanis with 4.2 and Indians with 3.3 people. It was found that Caribbeans and other Black households had the same size as White at 2.3 people.

Figure No 1.3 Household sizes by ethnic groups

Source: LFS (2002)
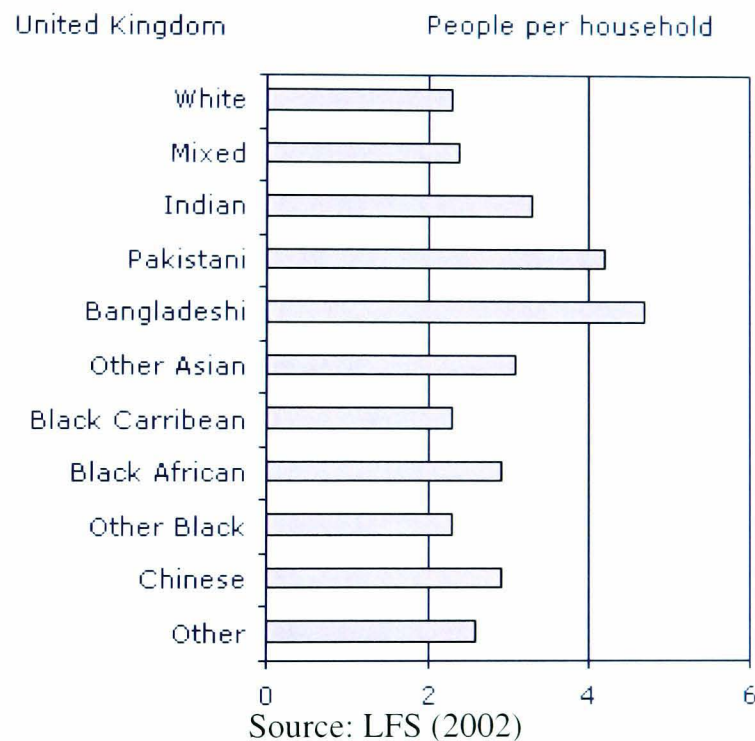
Momen (1991) says that most Bangladeshis in Camden live in public sector housing. According to the survey 'Valuing Diversity' (Camden Equality Unit and Institute of Education, 1996) Bangladeshis are densely settled in council wards of Bloomsbury, Somers Town, Regents Park, Camden, Kings Cross, Holborn, Saint Pancras and Brunswick. An overwhelming 92% of Bangladeshis are living in council accommodation, 3% are renting from housing associations and 2% are renting privately.

accommodation, 3% are renting from housing associations and 2% are renting privately.

1.4.2 Education

1.4.2.1 Level of education of indigenous Bangladeshis

It has been noted above that 95% of Bangladeshis in Britain have come from Sylhet, and most of them have limited education and are originally from peasant societies. They have a lower rate of literacy in contrast with the people of other parts of Bangladesh (Ghuman and Gallop 1981, in Quader, D.A 1992). Education was not well developed in the region and there were only a few schools in which a few children were enrolled compared to other parts of the country. This resulted in a very poor level of education amongst both parents and children who came to this country, and many are not literate in Bengali (Quader, DA 1992). Wrench and Qureshi (1999) mention in their research "Higher Horizons" (a project of DfEE) that the lack of a universal education system in Sylhet and the low rates of literacy are important backdrops to the experience of Bangladeshi immigration. The Census, 2001 highlights that Bangladeshi children have the lowest achievement rate in the country. The following section will deal with the educational performances of Bangladeshi children.

1.4.2.2 Decades of under-performance and its affects within the Bangladeshi Community

It was discussed in the introduction that most Bangladeshi pupils under-perform in education and are under-represented in employment in Britain (Carter, Fenton and Modood; op. cit). Their under-performance in education, first recognised in 1985 (The Swan Report, 1985), has continued over the last two decades; and even now this group is still at the lowest level in achievement among all other ethnic groups. It was also revealed that 78 % of boys and 63 % of girls under-achieved at GCSEs and 40% of the Bangladeshi young people aged between 16-24 years are unemployed (Census, 2001). Studies (see for example: Peach, 1990; Wrench and Qureshi, 1999; Haque (op. cit) have revealed that their educational performance was not a concern until the 1980s prior to which the studies focussed on the performance of groups of ethnic minorities, such as 'South Asian' groups or the combined performance of Bangladeshis with Pakistanis, and not looked at as separate individual community

groups. Bangladeshis in Britain were referred to as a concealed community (Peach. ibid). As a result the consideration of the performance of Bangladeshi pupils was neglected for many years.

Bangladeshi pupils' poorer performance in education was first noted in the Swan Report in 1985. This revealed that Bangladeshi pupils' performances were poorer in comparison with their other Asian or White peers. A following report by the Home Affairs Committee (HAC 1986) "Bangladeshis in Britain" highlighted the poor condition of Bangladeshi pupils in education. The HAC reported that lack of skills in the English language was the main factor for their low educational achievement. Other factors that contribute to underachievement included regular or long absences from school, lack of parental involvement in their children's education, arrival in Britain after the compulsory age for schooling, little or no education in Bangladesh, poor socio-economic family background including poor and overcrowded housing, racial hostility, teachers' low expectation, frequent changes of teachers, and cultural differences. The report also highlighted that Bangladeshi pupils participated less in formal examinations than any of the other main ethnic groups (Modood and Berthoud, 1997; Haque op. cit.; Yahya 1996 and Quader 1992).

The Runnymede Research Report (1986) revealed that:

> "Asian children show on average a pattern of achievements which resembles that of white children, although there is some variation between different sub-groups. In particular, Bangladeshis are seriously underachieving."
>
> (Runnymede Research Report, 1986, p 12)

Four years later, Nuttall and Varlaam (1990) claimed that the Bangladeshi pupils were not only achieving the lowest results but also continually falling behind their Asian peers.

The London Borough of Camden (1996) commented that although a decade had lapsed since the report by the Home Office Affairs Committee (1986) was published; no attempts had been made to address the issue of educational underachievement by Bangladeshi children.

> "Ten years later the situation is still the same for Bangladeshis in Camden".
>
> (London Borough of Camden, 1996)

Marland (1996) reported that the findings of the House of Commons Select Committee had not been taken on board properly by any area of the country or by the government. A report from Ofsted three years later confirmed that the situation continued to deteriorate (Ofsted Report, 1999).

Many individual studies throughout the 1990s including Peach. (op. cit).; Quader. (1992); London Borough of Camden, (1995); Marland, (1995 and 1996); Yahya. (1996); Modood and Berthood, (op. cit). Wrench and Qureshi, (op. cit) and Haque. (op. cit) are consistent with the HAC Report (1986) that language was one of the major barriers to achievement by many Bangladeshi children. Other important factors included racism, lack of parental involvement in their children's education. teachers' low expectation, and extended holidays (see also Section 2.4 in Chapter Two).

Even 'bright' pupils with a good knowledge of academic subjects such as Information and Communication Technologies (ICT). Humanities. Mathematics etc. were not appropriately progressing through the school curriculum due to inadequate language skills. The school curriculum in the schools did not adequately support these students, nor were they given adequate pastoral care, many leaving school at 16 having no formal qualifications (NFER, 2000). They were then disadvantaged and discouraged in seeking further education. training or employment. Parents found it very difficult to guide them, mostly because of their own illiteracy and limited opportunities available to their children.

The situation pertaining at the start of the study in 1998 was that some of these under-achieving young people found employment in Bangladeshi restaurants, while others adopted unsuitable behaviour patterns, including joining street gangs and anti-social behaviour. Of those who secured restaurant jobs, most (Wrench and Qureshi, 1999) could not continue for more than 3-4 weeks due to lengthy and unusual hours of work (75 hours per week), which they had not previously experienced. Many left jobs and become unemployed.

Young women at 16 are typically forced to stay at home (see Chapter Six) because of their parents' cultural and religious concerns. They are encouraged by their parents to marry on reaching 18 years, either in Britain or in Bangladesh. Of those marrying in their country of origin, Bangladesh, many are likely to face immigration difficulties when bringing their husbands to join them in Britain. Because they are unemployed and not economically solvent and cannot therefore support their husband upon arrival in this country, they cannot satisfy immigration requirements to process entry permission for their husbands (Yahya, op. cit.). Some women thus end up giving birth in Britain and, in effect, live the life of single parent.

This is the norm in the lives of many amongst the under-achievers in the Bangladeshi community. It seems probable that many from the second-generation of Bengali migrants are destined to follow the same pathway. Many of the Bangladeshi children continued to underachieve due to linguistic problems. However, they possess practical skills. They are 'practically flavoured' (Haque, 1999) and can perform better through practical approach. But the NC cannot offer support to utilise their full potential (NFER, see also Sections 2.4.8 in Chapter Two and 6.3.2 in Chapter Six). Consequently, having not been supported appropriately by the school curriculum at Key Stage 4, the under-achievers generate under-achievers in turn.

1.4.2.3 Performance in GCSEs

The examination results of Bangladeshi pupils over the last few years indicate some improvement, but their performance is still low in comparison with other Asian and White peers.

Table 1.1 below, shows Indian pupils aged 16 have the best GCSE results in achieving 5 or more GCSEs at grades A* – C in 1999. In contrast, Bangladeshi and Pakistani boys/girls have the lowest percentage of gaining 5 GCSEs at grades A* - C. 66% of Indian girls and 54% of Indian boys achieved 5 or more GCSEs at grades A* - C in 1999.

Table 1.1: Analysis of performance in GCSE exams by percentage of A-C grades of pupils aged 16 (England and Wales)

Ethnic groups	% of achieving 5+ GCSEs at grades A*-C	
	Boys	Girls
Indian	54	66
White	45	55
Black	31	46
Other group	40	44
Bangladeshi/ Pakistani	22	37

Source: Adapted from the Census (2001)

In comparison, Pakistani and Bangladeshi girls achieved 37% and boys 22%. White girls 55%, White boys 45%, Black girls 46% and Black boys 31%. The table also shows that the girls have achieved more GCSEs at grades 5 A* - C than the boys.

Table 1.2 shows that in 1996, 12% of Bangladeshi pupils achieved GCSEs at grades A-C, compared with 23% White (which is almost double of Bangladeshi), 26% Black-Caribbean, 15% Black-African, 16% Indian, 15% Pakistani and 12% Chinese.

Table1.2: Analysis of performance in GCSE exams from 1996 to 2000. Percentage of GCSE A-C grades for ages 16-64.

Yr	GCSE Grades	White	Black-Caribbean	Black-African	Indian	Pakistani	Bangladeshi	Chinese
1996	A-C	23	26	15	16	15	12	12
1997	A-C	23	24	15	16	16	16	15
1998	A-C	23	24	11	14	13	16	11
1999	A-C	22	26	13	15	15	17	*
2000	A-C	22	22	12	16	15	17	10

Source: LFS (2000)   * Data not available

The performance of Bangladeshis in GCSEs at grades A-C had increased slightly in 1998 to 16%, but it remained almost same the until 2000. Over the last few years. the performance of Bangladeshis in obtaining grades A-C has gone above the performance of Chinese and slightly above the performance of Pakistanis and Indians. It might mean that the older aged Bangladeshis tend to do more GCSEs in comparison with Chinese, Pakistanis and Indians.

1.4.2.4 Performance in further education

Table 1.3: Analysis of Further Education, 1996-2000. Percentage of total population aged 16-64 achieving 1 or more A Levels

Yr.	White	Black-Caribbean	Black-African	Indian	Pakistani	Bangladeshi	Chinese
1996	24	18	13	16	12	*	13
1997	24	19	16	14	11	12	12
1998	24	18	15	15	13	10	13
1999	24	21	17	16	14	12	15
2000	25	23	15	17	14	10	16

Source: LFS (2000)   * Data not available

The percentage of total the population of Bangladeshis aged 16 to 64 years old, achieving 1 or more A Levels in 1997 was 12%, compared to 24% of White and 19% of Black-Caribbean. The results of Chinese, Pakistanis and Bangladeshi were not significantly different. From the table it can be seen that the performance of Bangladeshis are getting poorer every year in comparison with their counterparts.

1.4.2.5 Performance in higher education

Modood and Berthoud (1997) revealed that whereas there are many students from ethnic minorities entering higher education, there are few Bangladeshis. In particular. women are remarkably under-represented. LFS Survey of the last few

years shows the lowest admission trend into further and higher education by Bangladeshi pupils. The trend is still being maintained. The 2001 Census has revealed that Bangladeshis have the lowest rate of achieving degrees (7%), whilst some ethnic groups have done better than the White population. However Pakistanis and Bangladeshis are most likely to be unqualified. 48% of Bangladeshi women and 40 % of Bangladeshi men had no qualifications. Among Pakistanis, 40 % of women and 27 % of men had no qualifications.

Table 1.4: Analysis of Higher Education, 1996-2000. Percentage of the degree results (of males and females) up to the age 64

Yr.	White	Black-Caribbean	Black-African	Indian	Pakistani	Bangladeshi	Chinese
1996	20	18	27	23	10	2	33
1997	21	19	24	23	14	*	31
1998	22	18	30	24	15	3	27
1999	23	17	34	26	14	10	33
2000	24	19	32	29	12	9	30

Source: LFS (2000)   * Data not available

It can be seen from the above table that the performance of Bangladeshis was the lowest in comparison with others. Even though it improved in 1999, it dropped again in the year 2000.

According to the census 2001 among women, Bangladeshi and Pakistani were the least likely to have degrees at 7% and among men Black Caribbeans were least likely to have degrees at 8%. The census 2001 also highlights that Bangladeshis and Pakistanis are most likely to be unqualified. Almost 48% of Bangladeshi women and 40% Bangladeshi men have no qualifications, and 40% of Pakistani women and 27% of men have no qualifications.

1.4.2.6 Performance in GCSEs in Camden schools

The analysis of GCSE results by Camden (2003) highlights that GCSE results of Bangladeshi pupils are gradually improving year by year. Table 1.5 shows that the percentages of gaining 5 or more GCSE grades in 1999 was 28.1. increasing to 35 in 2000, 37.7 in 2001 and 47.3 in 2002. Although there was improvement in gaining 5+ GCSEs at grades A-C, it was still substantially less than other ethic groups including their White counterparts.

Table 1.5: Percentage of gaining 5+ grades A* - C by pupils aged 16 from ethnic groups in Camden schools

	1999	2000	2001	2002
Bangladeshi	28.1	35	37.7	47.3
Indian	65.8	68.8	63.8	66.7
Pakistani	57.1	39.1	54.5	66.7
Chinese	72.2	63.6	62.5	83.3
White	53.6	54.8	49.9	48.3
Black African	24.6	42.5	41	47.5
Black Caribbean	34.9	45.7	39.7	45.6

(Source: Adapted from analysis of GCSE results by L.B. Camden, 2003)

However, having highlighted the above results, the Camden Education Department has warned that the results should be interpreted very carefully as the numbers of pupils in some schools (not within research schools) are small. The Education Department, when approached by telephone by the researcher. explained that pupils of those schools achieve higher percentages in gaining 5+ GCSEs at grades A-C. and this raises the percentage of all Camden schools by taking the mean of their results. Also caution should be taken in interpreting these results. The National figures (Census 2001) show that only 29.5 % of Bangladeshi pupils gained 5+ GCSEs at grades A*-C. However, whatever the rate of improvement among Bangladeshi pupils in Camden, the factors contributing to the better results are not available from the Camden Education Department.

1.4.2.7 Performance of Bangladeshi students taking and not taking extended leave

Of the GCSE students in Tower Hamlets who had taken extended leave during Years 10 and 11, the majority of them were Bangladeshi. Pupils who did not take extended leave, are more likely to leave school with more GCSEs at grades A-C. Those who did take the extended leave are more likely to leave school without any GCSE passes (Analysis of GCSE results, Tower Hamlets, 1997). However. Haque (1999) argues that it is not a pattern in the educational achievement of Bangladeshi children.

"National surveys show that the Chinese and Pakistani groups were the most likely to visit their country of origin, the East Africans least likely and Bangladeshis no more likely than the Caribbeans to return, (Modood and Berthoud, 1997), and more importantly, that this ranking of visits by ethnic groups is virtually uncorrelated with their academic success ratings (Haque (op. cit, p 34).

The detailed information on extended leave taken by Bangladeshi pupils in Camden schools was not available, but according to 'Education Awareness Project' (Camden Council 1996) extended leaves during Years 10 and 11 have affected pupils' GCSE results.

1.4.2.8 Performance by eligibility for free school meals

Studies have suggested that poverty is measured by eligibility for free school meals, and may be linked with educational underachievement. The DfEE (1995a) also recognises that the poverty factor should be taken into account where the achievements of students are concerned. In Tower Hamlets schools, 85% of Bangladeshi students were eligible for free school meals, compared to 46% of White pupils. In 1997 GCSE exams, the percentage of the 5+ GCSEs at A-C grades was higher for those who did not take free school meals than for those who were eligible. This data for Camden is not available, but according to the Camden Education Department (2000) 70% of Bangladeshi students are entitled to free meals, which may infer that a large number of Bangladeshis will have fewer GCSEs at grades A-C than those who did not take free meals.

1.4.2.9 Number of students taking GCSEs in Camden Schools:

Table 1.6 shows that the number of Bangladeshi pupils entered into 5 GCSEs had fallen slightly from 139 in 1999 to 137 in 2000, but the number rose to 151 in 2001

and 150 in 2002. The numbers of Black African and Black Caribbean pupils taking GCSEs also rose from 118 in 1999 to 158 in 2002 and 40 in 1999 to 62 in 2002 respectively. However, it is interesting to note that the number of pupils from higher achiever groups (see table 1.6) had gradually fallen. The number of Indian pupils fell from 38 in 1999 to 32 in 2000, 30 in 2000 and 24 in 2002 although the number of Pakistani pupils, rose from 14 in 1999 to 23 in 2000, but fell to 11 in 2001 and 12 in 2002.

Table 1.6: Pupils from ethnic groups taking GCSEs in Camden Schools.

	1999	2000	2001	2002
Bangladeshi	139	137	151	150
Indian	38	32	30	24
Pakistani	14	23	11	12
Chinese	16	22	16	12
White	1050	1017	790	778
Black African	118	174	139	158
Black Caribbean	40	58	67	62

(Source: Analysis of GCSE results by L.B. Camden (1999-2002)

Similarly, the number of Chinese pupils rose from 16 in 1999 to 22 in 2000, fell to 16 in 2001 and 12 in 2002. The number of White pupils fell from 1050 in1999 to 1017 in 2000, 790 in 2001 and 778 in 2002. The data on the changes in numbers of pupils taking GCSEs were not available from Camden Council.

1.4.2.10 Performance from primary school

The poor performances of Bangladeshi pupils at Key Stage 4 have been traced by some studies back to pre-secondary achievement (ILEA 1987, Hutchinson, 1993). Kysal (1988), Tomlinson (1990) and Wandsworth (1995) reveal that Bangladeshi pupils have the lowest performance scoring at the entry to secondary schools in contrast with their White and Indian peers. Murshid (1990) found that although the performance of Bangladeshi pupils in primary schools (in Hertfordshire) is similar to

their White peers, their performance in secondary schools is a matter of concern (Haque 1999).

1.4.3 Employment

The post-war labour shortage in Britain brought a recruitment drive for skilled and unskilled labour, particularly single young men from the Indian sub-continent and the Caribbean. The recruitment was predominantly in the National Health Service, public transport, and manufacturing industries. Studies (Daniel, 1968 and Smith, 1977 as in Modood, 1997) highlighted that Indians and Caribbeans were placed in low paid jobs whether or not they were skilled or unskilled. Although some improvements in earnings amongst Indians and Caribbeans were reported, racial discrimination still existed despite the fact it was ruled out (Modood, op. cit).

The Department of Employment (Cross, Wrench and Barnet, 1990; Wrench, 1990 in Wrench and Qureshi, 1999) commissioned an interview programme with 70 careers officers in multi-ethnic areas to find out the reasons for the ethnic minority community not being integrated in the labour market. The career officers gave various examples of racial discrimination by the providers, when they (careers officers) were assisting their Asian clients into training or jobs. They reported that employers refused to interview Asian young people just by hearing their names. The careers officers also revealed that ethnic minority young people sometimes became interested in less desirable training schemes or jobs and refrained from better schemes or jobs mainly because of fears of racism in such employment (Wrench and Qureshi 1999).

The researcher, as a careers officer (see Section 1.2.1), has been involved in challenging many employers for their overt racism in recruiting Bangladeshi young people. Nationality, religion, dress etc., are factors, which employers use to refuse recruitment of Bangladeshi young people. However, the researcher has found a slight change in the recruiting policy by some employers who welcome any young people, irrespective of their nationality, religion or code of dress. One such example is in the retail industry in Camden, Tower Hamlets and Newham. (Researcher's own experience).

However Wrench and Qureshi (1999) also revealed in their study "Higher Horizon" that racism alone is not responsible for the exclusion of the ethnic minority from the labour market. Other factors contributing to unemployment of ethnic minority/Bangladeshi include closures in the manufacturing industries, which employed first generation immigrants, implications from bad housing and lack of appropriate human skills including education, skills and training.

Most of the first generation of Bangladeshi immigrants who lost their jobs from manufacturing industries up to 1980 were mostly semi or unskilled workers with little or no ability to speak English. They could not find any opportunities in the modern technological industries. It was almost impossible to find any appropriate training programme to equip them for the wider labour market.

However, over the last two decades, some Bangladeshis were employed in the clothing and tailoring factories in East London owned by Jewish people. Many are also engaged in the Bangladeshi catering business, often referred to as 'Indian restaurants'. Quader (1992) has reported that Bangladeshis are predominately employed in catering. According to the Bangladeshi Caterer's Association in the U.K. (1996) there are about 60,000 Bangladeshis engaged in the catering industry and Modood and Berthoud (1997) indicate that 60% of employed Bangladeshis work in the catering trade. Bangladeshi restaurants employ waiters, cooks, chefs and porters but these occupations are limited in number and in any area this occupation is limited which has resulted in a huge unemployment rate amongst Bangladeshi males.
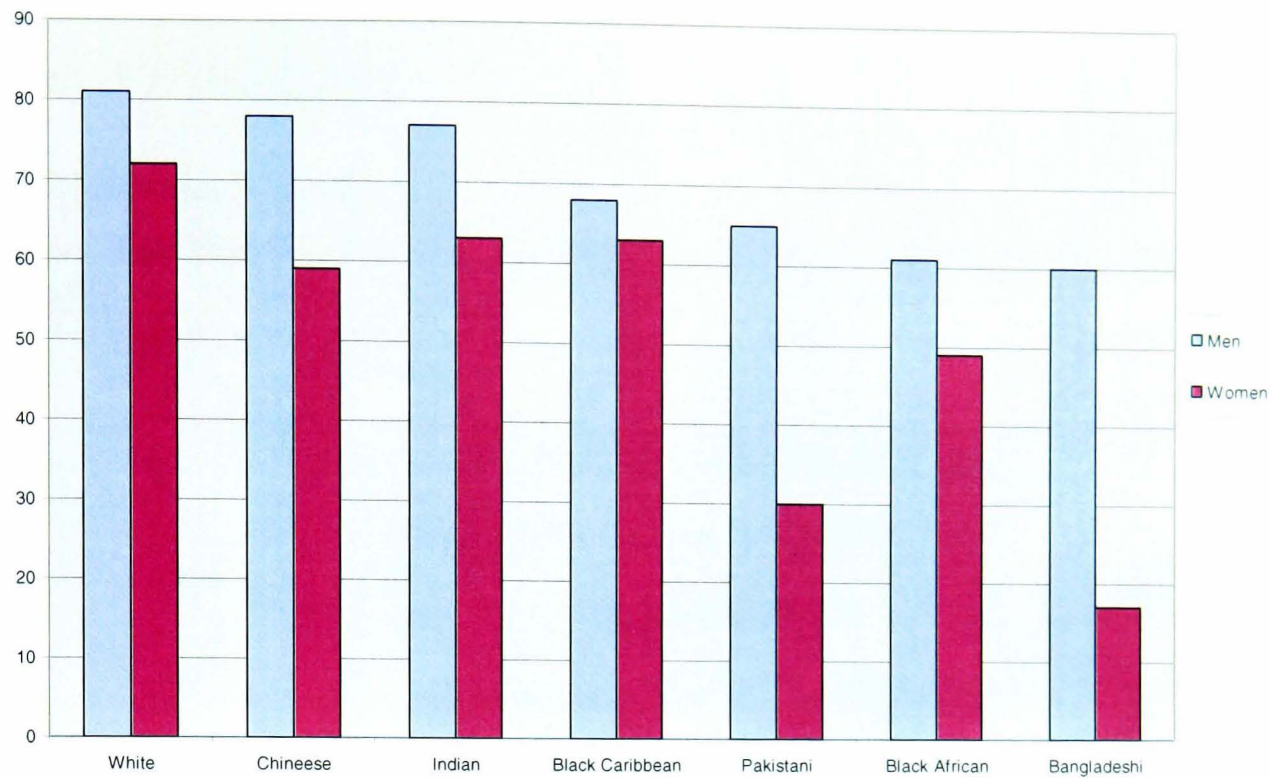
(Source: Adapted from Labour Force Survey, Summer 2002. figures are rounded up for easy estimation)

Figure 1.4 shows that Whites have the highest employment rate and the Bangladeshi population the lowest. The employment of White men stands at 81% and women at 72% which is in contrast with Bangladeshi men at 60% and women at 17%, Chinese men at 78% and women at 59%, Indian men at 77% and women at 63%, Black Caribbean at 68% and women at 63%, Pakistani men at 65% and women at 30%, Black African men at 61 and women at 49%. Many Bangladeshi school leavers, with little or no English, work in Bangladeshi restaurants which offer a great opportunity to make quick money and does not require any formal qualifications or experience. It is an easy option for many school leavers to find work in their own community businesses to make about £100 every week, cash in hand. Those who are in further and higher education, also find part-time evening or weekend jobs in Bangladeshi restaurants.

There is also a cultural pressure on the Bangladeshi young males to earn money to support the family, as their fathers have done previously. This trend to earn money from an early age pushes them into employment and continues the cycle of low attainment. Poor English and direct and indirect racism in recruiting policy precludes them from the wider labour market. So it can be understood that restaurant work is

the main option and an integral part in the life of Bangladeshi young people in Britain (Wrench and Qureshi 1999).

1.4.3.1 Sources of income

Figure 1.5: Total weekly gross household income - Earnings, Pensions and Benefits

Great Britain
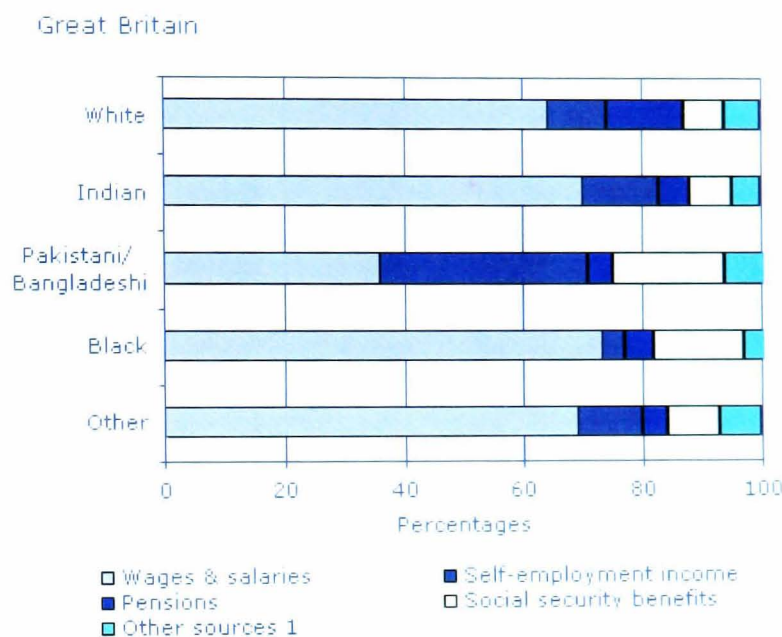
Source: LFS 2000/01

Figure 1.5 shows that Bangladeshis and Pakistanis are mainly dependant on social security benefits, which is approximately 1/5th (19%) of their income. The Black group also has social security benefits as a main source of income at 15%. Bangladeshis and Pakistanis often receive least income from earnings in comparison with all other groups. Bangladeshis and Pakistanis are more likely to obtain their earnings from self-employment than other groups. About 1/3rd of their total income stems from self-employment compared with 13% of Indians and about 1/10th or less for other groups. The ethnic minority groups receive about 5% of household income from pensions, which is in comparison to13% of the White people. This means that White population has the older age structure.

1.4.3.2 Low Income

Figure 1. 6: Low income by ethnic group
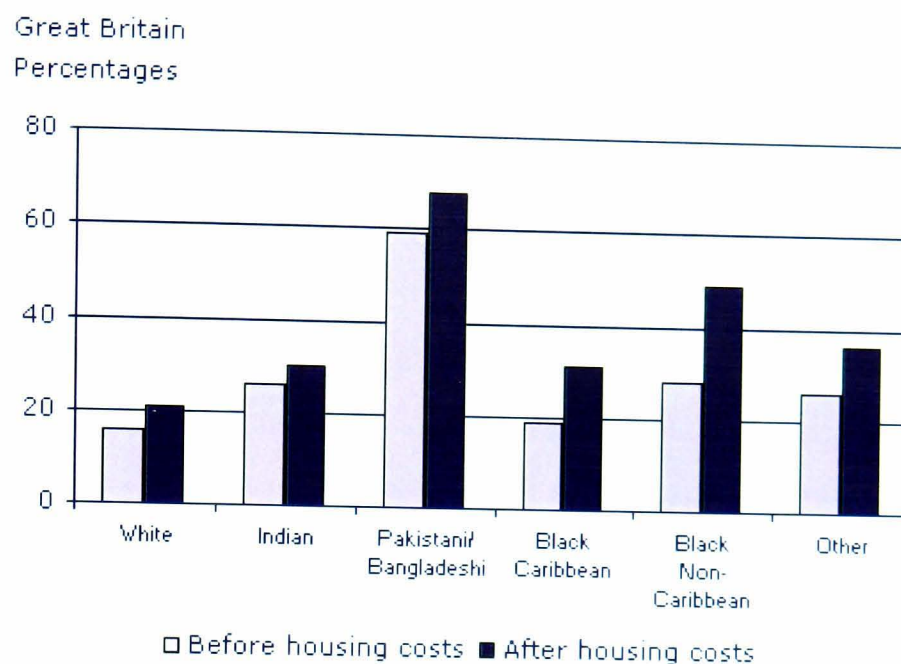
Source: Adapted from LFS 2001/02

Figure 1.6 shows that Bangladeshi and Pakistani people live in the lowest income households in comparison with all other ethnic groups with the White population having the highest income households.

1.4.4 Unemployment

Smith (1977, p69) first noticed a pattern in the unemployment of ethnic minorities which is 'hyper cyclical' (Jones, 1993, p112), meaning that the unemployment amongst ethnic minority rises faster, and to a higher level, than that of Whites when the general economy of the country falls; and with a flourishing economy, the unemployment rate amongst ethnic minorities falls faster than that of Whites. However the researcher is not sure how far this cycle works with Bangladeshi unemployment, because their unemployment rate has continued to be the highest since 1980 (Smith, 1986) till the present time (Census 2001, see figure no 1.7); the British economy has risen and fallen over that period but there was no change in the unemployment rate of Bangladeshis.

According to the Fourth National Survey of Ethnic Minorities (Modood 1997) the unemployment rates among men under retirement age are 15% for Whites, 9% for Chinese, 14% for African Asian and 19% for Indians. In comparison, the rate of

unemployment among Caribbean men is 31%, which is more than double of that of Whites; Pakistanis 38% and Bangladeshis 42% are the highest of all. Generally the unemployment rate among women is lower than men. The unemployment rate among Chinese women was 6%, Whites 9%, African Asian and Indians were the same at 12%, Caribbean 18%. Pakistani and Bangladeshi had 39% and 40% respectively. Again the unemployment rate amongst Bangladeshi women was the highest.

As shown in Figure 1.7 the 2001 Census revealed that the unemployment rate among Bangladeshis (men – 20%, women – 24%) is highest of the ethnic groups. The unemployment rate of Bangladeshi men is four times higher than that of White men at 5 % and six times higher than that of White women at 4 %. The unemployment rate of Indian men is slightly higher than the White at 7 %. For all other ethnic groups, the rates are between two to three times higher than white men.

Unemployment rates among young people (16-25 years old) of all ethnic groups are higher than older people, with Bangladeshi young people at 40 %.

Figure 1.7: Unemployment rate amongst all Ethnic Groups
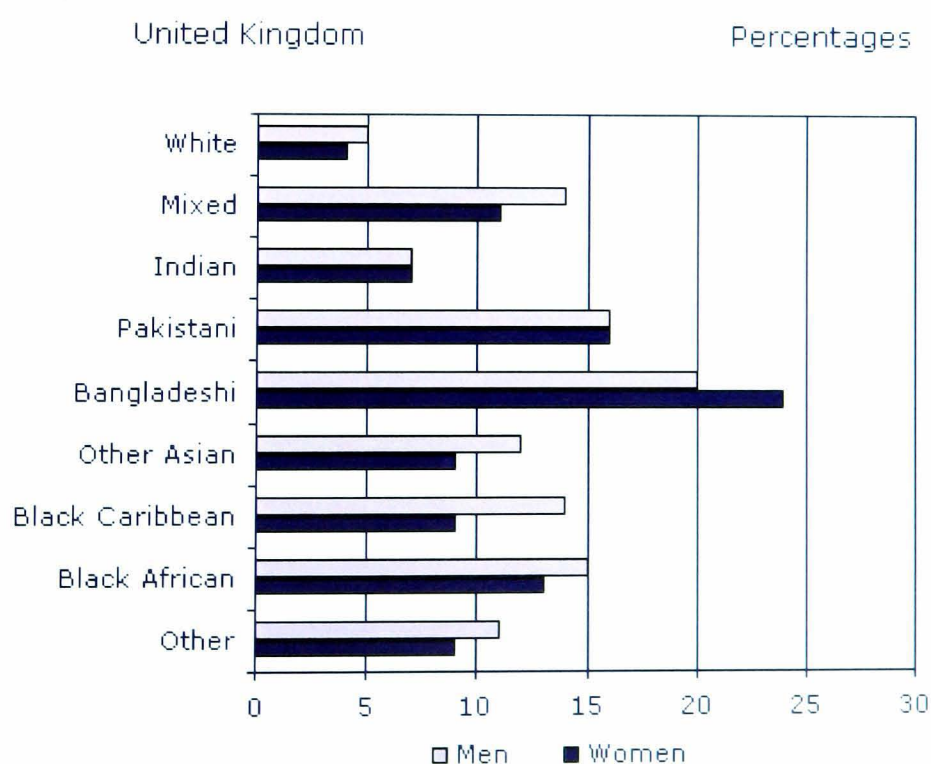
Source: Census 2001

Youth unemployment is generally higher than overall unemployment. It has been established with the labour market that the young people experience more

Youth unemployment is generally higher than overall unemployment. It has been established with the labour market that the young people experience more unemployment in comparison with those who are already settled in work. Many young people keep entering and leaving occupations as a way of 'experimenting'.

The job seeking behaviour amongst Bangladeshis is different from others in general. Wrench and Qureshi (op. cit) pointed out that Bangladeshis are more likely to rely mostly on 'word of mouth' of friends, relations, family members etc., as a main method of job-seeking. This is perhaps due to late arrival in the U.K., less familiarity with the job-seeking methods and language limitations. Such networks put people in touch with the limited range of opportunities available to a disadvantaged minority community (Jones 1993; 118-9). Wrench and Qureshi (1999) say that there is a trend among Bangladeshis for not using 'Job Centres' to seek employment. They say that the Job Centres are not for them, as the Centres do not have anything suitable to offer to them.

1.5 Conclusion

The 2001 Census highlighted that Bangladeshis are marked as having the lowest socio-economic levels across all sectors. In secondary, further or higher education, they have the lowest performance; in employment they have the lowest rate; in housing they have the most disadvantageous situation; in health the worst situation and they have the lowest economic activity rate. They are also most likely to be the racial victims among all other ethnic groups (Census 2001). There are signs of progress in education by Bangladeshi children but it is not significant when compared to the progress made by other ethnic groups.

Decades have passed since the Home Office (1986) brought attention to their underperformance in education, but so far no steps have been taken in any part of the country to address this issue. However, the present option of WRL provided by the DfES in a series of initiatives is one that is closely investigated in this work.

The new generation of Bangladeshis should take on the responsibility of facing competition with other ethnic groups in the country. Most members of the first

generation were neither educated/trained in Sylhet nor in British culture. It would be a measure of progress if second and new generation Bangladeshis (Modood, et. al. 1997), having acquired qualifications within the British technologically developed culture, could now perform at a higher level than that of their predecessors during the period to the mid-1990s.

2   Chapter Two: Review of the Literature

2.1 Introduction

WRL (see Section 2.6) at Key Stage 4 through disapplication of the NC has been a new initiative by the Department for Employment and Education (DfEE) since 1997. This study is unique in focusing solely on the Bangladeshi Community. Up to the present time, no social studies are available at this stage that are directly relevant in relation to the attitudes of either the key participants of the study e.g. Bangladeshi disaffected (see Section 2.3.2) pupils from Yr. 10 and 11, their teachers, parents and careers officers and significant members, or any other community towards WRL at Key Stage 4. However, there are DfEE Green Paper (14-19: Opportunity and Excellence, 2003) and DfEE Research Reports (see Section 2.7) available on WRL Projects across the country involving disaffected and multicultural pupils at Key Stage 4 and literature is available on school business partnerships, two week work experience, post-16 work-related learning and curriculum, and the Technical and Vocational Education Initiative (TVEI). Studies are also available in the context of attitudes and disaffection at Key Stage 4.

In order to review the literature, the Chapter is divided into eight sections:

- Definitions of attitudes, and exploring the theories of attitudes

- Definitions of educational achievement and underachievement and disaffection

- Factors contributing to disaffection amongst Bangladeshi young people

- Reviewing of the NC and Disapplication of the NC

- Chronology of WRL

- Review of DfEE main evaluation reports on WRL

- Review of the pilot research undertaken by the researcher of this study

- Conclusion

2.2 Definitions of attitudes and exploring theories of attitude formation

2.2.1 Definition of Attitude

Attitude has been defined in a variety of different ways. Bogardus (1931) in Thomas. (1971) has defined attitude as an effect to act towards or against something in the environment, which becomes thereby. a positive or negative value. Droba (1933) indicated that attitude is human intellectual behaviour toward or against particular objects. Allport (1935) has given sixteen definitions of attitude (see Appendix One) and further defined attitude as:

"... A mental and neural taste of readiness organised through experience, exerting a directive and dynamic influence upon the individual's response to all objects and situations with which it is related." (p. 789)

He points out that:

"Attitudes determine for each individual what he will see and hear, what he will think and what he will do.... without guiding attitudes the individual is confused and baffled...they (attitudes) draw lines about and segregate an otherwise chaotic environment; they are our methods for finding our way about an ambiguous universe." (p.789)

Allport (ibid) also gives a list of important characteristics of attitudes, which are as follows:

(1) Preparation or readiness for favourable or unfavourable responses.

(2) Attitude is organised through experience.

(3) Attitude is activated in the presence of all objects or situations with which the attitude is related, (pp. 789-844).

Krech et al (1948) have described attitudes as a positive or negative enduring emotional system of evaluation. Smith et al (1956) have defined attitude as:

"A preparation to experience, to be motivated with respect to and to respond to a class of objects." (p. 7)

Doob (1947) has defined the term attitude as an explicit drive-producing response considered socially significant in the individual's society. Sherif et al (1965) have defined the term 'attitude' as the stand the individual upholds and cherishes about

objects, issues, persons, groups or institutions. A person's attitude may include: a way of life, economic, political, or religious institutions; and family, school, or government. Keisler, Collins and Miller (1969) describe attitude as a learned predisposition to respond in a consistently favourable or unfavourable way towards an object. This definition adds to further features: the notion that the attitude was learned and those actions were consistently favourable or unfavourable towards any object.

So, it can be seen from the above definition that attitude refers to that predisposition in a person which enables him/her to adopt a stance towards a state of affairs. Similarly, Sherif and Sherif (1969) have defined attitude as:

> "... the individual's set of categories for evaluating a domain of social stimuli (objects, persons, values, groups, ideas etc.) which he has established as he learns about that domain (in interactions with other persons as a general rule) and which relate him to subsets within the domain with varying degrees of positive and negative effect (motivation, emotion)." (pp. 336-337)

Bem (1970) treats attitude as likes, dislikes, attractions or aversions to objects, persons, groups, situations or any aspects of the environment including abstract ideas and social policies. Thomas (1971) derives ideas from different definitions and argues that:

> "An attitude is a disposition to act which is built up by the intervention of numerous specific responses of a similar type, which exists as a general neural 'set' and when activated by a specific stimulus results in behaviour that is more obviously a function of the disposition than of the activating stimulus." (p. 8)

Foster (1973) defines attitude as the feelings of an individual, about another individual, place, situation or anything in one's environment. In 1975, Packard defined attitude as a verbal short-cut way of referring to a set of approaches or avoidance of behaviour towards someone or something. Fishbein and Ajzen (1975) defined attitude as a learned predisposition to respond in a consistently favourable or unfavourable manner with respect to a given object. Fishbein and Ajzen (1975) have also provided some important features of attitudes and argue that attitude is a learned orientation, which predisposes action and such actions are consistently favourable or unfavourable towards the object. Fishbein and Ajzen (1980) argued in their later work that attitude works as a determinant of a response to an object. Anderson (1981) states that the attitude should be defined in such a way that it takes into

account the way attitudes link up with other elements so as to develop a better understanding of attitudes and how they influence behaviour. In 1985 McGuire summarised the definitions of attitudes and highlights that at least an implicit definition of attitude is responses that locate objects of thought and judgement. He states that in measuring attitudes, a person is asked to assign the object of thought to a position on one dimension of judgement. In 1994. Awiria defined attitude as an evaluative judgement about a particular object, issue. person or any other recognised aspect of the environment and these evaluative judgements can be made against an absolute standard. By summing up the definitions of attitudes, Oppenheim (1996) states that, an attitude is a state of readiness and a tendency to respond in a certain manner when confronted with certain stimuli.

It is seen from the different definitions of attitudes as mentioned above that the authors will agree with the following common set of features of attitude formation: a person's feeling about another person, object, event. institution or situation and how favourably or unfavourably it is evaluated by them. The researcher believes that the attitude formation also lies in the readiness to respond which is a common view shared by most authors (Allport, 1935; Smith et al. 1956; Sherif and Sherif. 1969; Thomas, 1971; Packard, 1975; Fishbein and Ajzen. 1975; Anderson, 1981; McGuire. 1985; Awiria, 1994 and Oppenheim, 1996).

The researcher will use this definition to evaluate positive or negative attitudes of students, teachers. parents. career officers and significant members towards WRL. As one of the main objectives of the study is to determine the attitudes of the sample and also having analysed many definitions of the important term 'attitude' it is crucial to examine the components of attitude formation.

2.2.2 The components of attitude formation

Authors have researched the constituent parts of a person's attitude. McGuire (1985), Rajecki (1990) and Oskamp (1991), stated that there are three main formative components of attitude: affective. behavioural and cognitive. The affective component is related to the feelings of 'good' or 'bad' or 'like' or 'dislike' towards the object of an attitude. They viewed attitude as a person's evaluation to the object of thought. That means the emotional response can vary in degree. e.g. either

positive or negative feelings, favourable or unfavourable of an individual towards the object of thought, event or person. The behavioural component consists of the orientation of an attitude that is the tendency of a person to act towards an object. The cognitive component is related to a person's belief and value system and relates to the ways that a person perceives the world. In order to access the cognitive components of attitude of any person, it is essential to determine how the person categorises the stimuli associated with a particular attitude (McGuire op. cit. Rajecki op. cit, and Oskamp op. cit).

In 1988, Ajzen highlighted that the attitudes of a person were characterised by varying degrees of intensity and can relate to an object with a greater or lesser degree of strength. He views some attitudes as more persistent and relatively constant and of a stable disposition. He also believes that all attitudes are flexible and hence subject to change. It is noticeable that because of these degrees of strength and intensity, attitudes serve as a vehicle, which conditions the learner's orientation (Ajzen, 1988). Accordingly, attitudes of a person may play an important part in the activity, because the attitude towards a subject determines the person's willingness to learn that subject (Ajzen and Fishbein, 1980).

In the light of the foregoing discussion, it can be said that some of the theorists do not agree with the component approach to attitude. Fishbein (1967), for example, argues that if a multidimensional view of attitude is taken, then it means that the attitudes a person holds towards an object may be represented at three different positions along the three different dimensions. So, it is understood that a single score would represent attitudes, which, according to Fishbein, is unlikely to reflect the three components in any precise manner (Fishbein, 1967). The present research will address this line of argument. This is a complex area because of the involvement of various psychological aspects, which have not received wide consensus of agreement amongst scholars. Another point to be noted is that attitudes are quite challenging to measure.

In the next section the researcher will discuss the implications of the three components of attitude formation.

2.2.3 The concept of attitude formation

Katz (1960) suggests that the object of the attitude generally determines the differences among the three components - affective, behavioural and cognitive. However, he points out that the relationship among these components is quite complex and therefore should be measured by the importance of the object.

Oskamp (1991) has classified several conceptual factors of attitude, which are: opinions, values, beliefs and habits. Opinion is an important concept, which is closely related to attitude. Opinions concern people's decisions about the possibility for events or relationships to take place because attitude includes people's wishes and desires involving such events or relationships. Another way to distinguish between attitude and opinion in terms of verifiability is how opinions deal with unverifiable matters including personal preferences (Oskamp, op. cit).

The relationship between values and attitudes is more commonly agreed. The most common view is that values are an essential life goal or standard of behaviour for a person to which the individual possesses a strong positive attitude. Values are the crucial and central elements in a system of attitudes and beliefs of a person. They are not means but ends; they are the goals a person wants to achieve and which support many of the person's other attitudes and beliefs. Beliefs are related with how a person views the world and the way the person understands reality. Beliefs and attitudes are often not consistent and the relations between them can be complex. Habit can be easily distinguished from attitudes because habits are classified frequently as behaviour and attitudes cannot be classified as behaviour. Habits are learned through experiences like attitude, but they differ from each other because habits are frequently non-evaluative in nature.

In the light of the above review, it can be concluded that the theoretical construction of the attitudes of the sample of the research towards WRL could be determined by variables such as those which are affective or emotional in nature, those that are cognitive and the factors of behaviour. These attitudes could also be determined by considering whether the feeling in general of the target sample groups is more positive or negative to WRL.

2.3 Educational achievement, underachievement, disaffection and skill

This section will deal with the definitions of educational achievement, underachievement and disaffection by looking into the components of each of them.

2.3.1 Educational achievement and underachievement

The term 'educational achievement' is used in the literature with various meanings and applications. However, they form mainly two categories: educational achievement as a school variable and educational achievement as an individual variable (Verma, 1986). Educational achievement as a school variable denotes the achievements of a particular school's performance of different ethnic groups; educational achievement as an individual level denotes the performance of a particular pupil.

Educational achievement derives from many factors representing an interaction between the pupils and the educational environment (Verma, 1986; Rutter et al, 1979). Factors related to individuals may include language, parental involvement, and accommodation issues. In contrast, factors related to an institution could include the teachers, resources, racism in education and peer group pressure.

Gillborn and Youdell (2000) have defined the educational achievement of a pupil in terms of GCSE grades. In their recent writing they have mentioned that many school heads have similar ideologies for the term 'achievement'. An A grade might not be an achievement for someone and treat an A* as an achievement, on the other hand E or F grades might be an achievement for others. However, Gillborn and Youdell (ibid) explains that the education system is dominated by higher grades of GCSEs which have established an A-C "economy" in the school, 5 or more GCSEs at grades A*-C have become a hallmark of success and have come to be treated as a measure of educational achievement in the comparative tables. In contrast, if a pupil's GCSE grades do not fall within the 5 GCSE at grades A*-C benchmark, and where additional support was required for the lower-achieving pupil, it is treated as educational underachievement in the sense of not contributing in A-C British economy (Gillborn and Youdell, ibid).

Gillborn and Youdell have compared the pupils with hospital patients for clarifying the definitions of educational achievements and underachievement. Fig 2.1 shows that pupils (patients) can be divided into three sections in relation to their performance (sickness). The pupils are safe with 5 GCSEs at grades A*-C which is compared with the patients who are not requiring urgent attention. Underachievers are those who are not safe and not achieving 5 GCSEs at grades A*-C. They require additional support. This is compared with patients who are sick and require treatment. The other group is without hope even by providing substantial support and they are at serious risk at GCSEs. This is compared with patients who have no hope of survival.

Fig. 2.1 Educational triage: the rationing of educational opportunity.
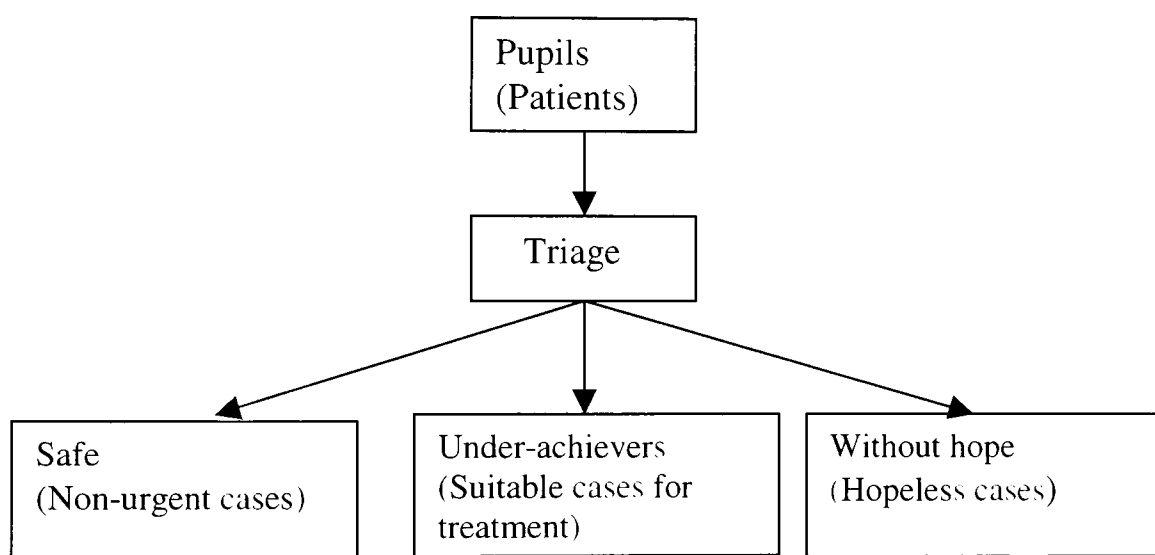
(Source: Adapted from Gillborn and Youdell, 2000. p134)

According to the 2001 Census, 28.5% of Bangladeshi pupils are 'safe' in the sense of achieving 5 or more GCSEs at grades A*-C and 71.5% are underachievers or without hope. It was also shown in Chapter One that most Bangladeshi students are far below the benchmark of 5 A*-C GCSE.

It should be noted that the present research will consider both 'underachievers' and 'hopeless' as underachievers for simplicity in the study and they will be known as 'disaffected', pupils (see Section 2.3.2 below). The researcher will discuss the factors associated with the educational achievement/underachievement among Bangladeshi pupils in section 2.3 in this Chapter.

2.3.2 Disaffection

Disaffection is an umbrella term covering all young people who are in compulsory education and fail to gain access to mainstream education and training. This is whether they attend school but opt to 'switch off' and subsequently underachieve in education, or are non-attenders, or have behavioural difficulties. (Pearch and Hillman 1998; Education and Employment Committee, 1998; Hayton 1999; Kinder et al. 1995, 1996, 1998, 1999). Having 'underachieved' disaffected pupils might feel that schooling is not of benefit to them, thus they might develop negative attitudes towards schooling. Klein (2000) describes disaffection as the common name of all the hallmarks involving the risk of dropping out, truancy, underachievement, disruptive behaviour and drug abuse. In defining disaffection Hodgson (in Hayton 1999) says:

> " Different labels are used to describe those groups of people who are 'either impeded in gaining access to, or are unable to maintain themselves within, mainstream education and training' (Education and Employment Committee, 1998) or, more generally, who are 'detached from the organisations and communities of which the society is composed and from the rights and obligations that they embody". (Hodgson, in Hayton, 1999, p. 12)

She further says that there are three terms – disaffected, non-participating and socially excluded - which are in common use.

> "Disaffected - here the focus is on the individual who does not support society norms and is thus seen as potentially deviant, or, at the least, has negative feelings about social institutions (including the education and training system) and therefore either participates reluctantly or does not participate at all in education and training (and possibly other aspects of conventional social or community activities).
> Non-participating : this is a technical term for describing behaviour in relation to the education and training system. The term only becomes value-laden when associated with the idea of participation as the responsibility of, or even the norm for, all individuals. Socially excluded: here the focus has moved away from the individual towards an emphasis on what society is doing to individuals, either within the education system or more widely in relation to society as a whole". (ibid, p. 12)

Pearch and Hillman (1998) have said in the Institute for Public Policy Research (IPPR) Report (1998) that disaffection, an umbrella term which includes young people in compulsory education who are either good attenders but are low achievers, or non-attenders or those who have behavioural difficulties. Pearch and Hillman have used the term non-participation for people outside compulsory education. Hodgson (1999) has stressed that these three terms should be used together and

further says that these terms, disaffection, non-participation and social exclusion may have different affects during different stages of life. i.e. school age (pre 16), young adults 16-25 years and adults aged 25 plus. She suggests that the effects of these three concepts bring worse consequences in the course of time.

> "Moving from rejection of school through non-participation in education and training, to exclusion from the economy and the norms expected from family
>
> (ibid, p. 13)

This is the present situation in the lives of many Bangladeshis, and is highlighted in section 1.4 in Chapter One. Having been underachieved they might feel that schooling is not beneficial to them. Consequently this might help develop negative attitudes towards schooling.

2.3.3 Skill

'Skill' has been defined in the Encyclopaedia Britannica (2004) as the ability to use one's knowledge effectively and readily in execution or performance. It's a learned power of doing something competently.

The UK policy makers viewed 'skill' as a high level of educational qualifications or abilities in technical know how (Keep and Mayhew 1999, as referred in Payne, 2000 p354). However, over the time its meaning has been broadened and it includes soft, generic, transferable, key skills, social and interaction skills, personal characteristics, behaviour and attitudes (Payne, 2000). Payne says that skill has wide range of meaning and it can be used generally:

> "Indeed, skill has grown so diffuse and wide ranging that it now means all things to all people and can be applied almost universally without exception"
>
> (Payne 2000, p366)

The DfES (1998: 65, as referred in Payne, 2000) mentioned in their 'The Learning Age' report that skills include a variety of basic skills, employability skills, technical skills, management skills and key skills (Payne op.cit). The fluidity of meaning now applied to the concept 'skill' may be hindering policy and causing problems in matching theory and practice.

Key skill

Although the interest in key skills in the UK grew towards the end of 1970s, it was first incorporated into policy in 1983 when 103 core skills were introduced as a part of the vocational curriculum. Green (1997, as in Unwin and Wellington 2001) stated that the reason for the introduction of key skills was mostly for the young people who entered into training schemes who lacked employability skills. The National Council for Vocational Qualifications (NCVQ, 1990 as in Unwin and Wellington 2001) recognized six components of core skills as follows:

1. Communication
2. Application of number
3. Information Technology (IT)
4. Working with others
5. Improving performance
6. Problem Solving

The Dearing Review (1996) 'recommended' renaming these 'skills' as 'key skills'. Key skills are based on basic skills e.g reading, writing, speaking in English and using mathematics to a specified level. These are important skills which people require in order to function efficiently as members of a 'flexible', 'adaptable' and 'competitive workforce'. Dearing also suggested that Key skills are also very useful in helping people work within society – and for lifelong learning (DfEE 1999).

Social' and 'Life' skills

Labour's 1979 consultative paper, 'A Better Start in the Working Life' (DES 1979a, as referred in Payne 2000) on post-16 vocational qualification, showed the importance of 'Social' and 'Life' skills. They defined these skills as personal skills required at work and in adult life. These included 'getting on with work mates and working as a member of a team', 'getting information and advice', 'handling money', 'familiarity with social services, job finding and developing leisure activities' (DES 1979a: 7, as in Payne 2000, pp355-6).

Academic Knowledge and Skills

Stasz & Brewer (1998a) refer to academic skills as "measurable properties of individuals" – meaning academic achievement tests, i.e. exams (Stasz & Brewer 1998a, pp. 7-8), but also argue this may not be suitable a measure outside the academic environment. Raizen (1989) defines academic skills as the basic reading

and maths knowledge required as a foundation for further learning. Academic skills are a mixture of both the above definitions – the weight or extent of our academic knowledge/skills are based on the 'basic skills' learned in schools – Maths, Reading and Science (Raizen, op.cit). This knowledge can be measured through exams (Stasz and Brewer op. cit) and the results/achievements are proof of our academic skills/knowledge with accepted disciplines.

"Non-academic skills" could be regarded as vocational skills which could enable children perform better in the workplace. Cohen (1984, p122 as referred in Unwin & Wellington 2001, p76) suggested compensatory education (see Section 2.6.5 page 71) for 'non-academic' children who can improve motivation towards learning and employment. According to the schools researched in this study about 70 % of Bangladeshi pupils lack academic skills. However, they can progress through learning at a work place, and perform better in those subjects which have more practical content (see Section 2.4.8).

2.4 Factors contributing disaffection amongst Bangladeshi young people

It was shown in the first Chapter that there have been improvements in gaining five GCSEs at grades A-C amongst Bangladeshi young people. There is also a high percentage (71.5 %, Census, 2001) of pupils having the lowest achievement in comparison with other pupils in Britain and many of them leave school without any GCSE passes and do not follow on with higher education, training or employment (Haque (op. cit)).

There are many factors responsible for disaffection amongst Bangladeshi young people. Previous studies (Swift, 2000; Haque (op. cit); Modood et. al; Yahya, 1996 and Quader, 1992) have revealed the factors discussed below and the researcher has added his knowledge and perception to the list.

2.4.1 Language

Language is one of the most important indicators of disaffection amongst many Bangladeshi young people. Their low levels of attainment at school are strongly

related to their poor skills in English. Many studies (Mirza, 1992; HAC, 1988; Tomlinson, 1990; Camden, 1995; Marland, 1996; Yahya, 1996; Modood et. al. 1997; Haque (op. cit)) are in agreement with this statement. Millios, (1995) and Brown (1984) revealed that the overall achievements of Bangladeshi children are very strongly related to their fluency in English.

Haque (op. cit) says that fluency in English as an indicator of poor performance in education has a positive correlation with the length of stay and length of schooling in this country. Modood and Berthoud (1997), Gillborn and Gipps (1996), and Quader (1992) have pointed out that Bangladeshis are one of the more recently arrived ethnic groups in Britain and are the most disadvantaged of all ethnic minority groups. Analysis of GCSE results amongst Bangladeshi pupils from the Borough of Newham (Newham 2000), the Borough of Tower Hamlets (Tower Hamlets, 2000) and the Borough of Camden (Camden, 2000) have shown that a large percentage of Bangladeshi pupils have low levels of achievement in English language and their length of stay in the school is less than their peers. Quader (1992) says that the length of their stay in this country gives them less opportunity to achieve proficiency in English and consequently caused them to become disaffected. She also highlights that their love for their own language becomes a barrier for them to converse in English amongst themselves. They tend to depend on their own group members for everything and thus the possibility of interacting with non-Bangladeshis becomes slim. However, the researcher has noted some exceptional cases, where, although the pupils are either born or brought up in Britain or have stayed for a relatively longer period in Britain, they have poor levels of English speaking, writing, or both. This is perhaps because of the tendency to speak their own languages at home and school (Quader 1992).

2.4.2 Parental involvement

Parental involvement is very important for the children to progress in education. The Plowden Report (1967) emphasises the importance of parental involvement at the primary stage and suggested that schools should have a policy to consult parents, arrange open days, write reports and provide information, and also, arrange home visits. After three decades, many schools are still following the Plowden Report's suggestions. Even the DfEE has accepted, in the Education Act (1988), that parental

involvement is a very important factor for children's achievement in education. Tomlinson, (1991) says that parents are fundamentally responsible for their children's education and have the right to contribute to a school's policy to decide their children's future. Goldstein and Mather (1998) mention that parents are the managers and helpers of their children's education. They should work closely with their children so that they can receive the optimum experience. Wolfendale (1987 and 1997 in Montgomery, 1998) points out that the partnership between parents and a school is a very important factor for reading development.

However, most Bangladeshi parents of the first generation refrain from taking part in their children's educational provisions, mainly because of their own illiteracy and unawareness of the educational systems of Britain. The Camden Education Department (1998) reports that, in Bangladesh, parents very rarely visit their children' schools except on special occasions including admissions or sports days. HACR (1986) highlights their lack of English, own education and the unawareness of the education system of this country. Bangladeshi parents find it difficult to assist their children in education. Wrench and Qureshi (1999) have highlighted in their project Higher Horizon for the DfEE that, due to lack of English language amongst parents, they cannot assist their children in education, which is one of the indicators of underachievement (Quader, 1992).

However, this research argues that the issue is not straight forwardly connected with the education of parents. It cannot always be taken that parents with higher levels of education will necessarily be in positions to support the academic work of children. The parents have limited access to careers information, and have inadequate information about children's academic progress and school curriculum: they also found that the teachers' had inadequate knowledge about Bengali culture, language and religion (Siann and Knox, 1992) as in Haque (op. cit). Disaffected children learn English as an additional language and may communicate with their parents and peers in their first language, Sylheti.

2.4.3 Housing

Housing is another important factor influencing disaffection amongst many Bangladeshi pupils. The researcher has discussed the effects of this factor in section

1.3.1 of Chapter One, indicating that most Bangladeshis live in council accommodation and tend to occupy the most overcrowded housing. In some cases. having been homeless or in a temporary accommodation, the whole family lives in a single room. or in a bed and breakfast hotel (Modood, et al. 1997 and Camden. 1996). Cramped housing can jeopardise children's health and education. Homelessness contributes to physical and mental illness and also to stress and unhappiness in the family. Many studies have identified 'housing as an indicator of disaffection amongst many Bangladeshi children (Haque (op. cit). Modood et al 1997, Yahya 1996, Quader 1992, Momen 1991, Camden 1996. Swift 2000. Wrench and Qureshi 1999).

2.4.4 Racism

Racial harassment is another important factor causing disaffection amongst Bangladeshi children (Home Affairs Committee. 1986). Racial harassment in the street or at school leads to anxiety, which prevents children from concentrating on studies, or may even exclude them from after-school events including youth clubs and homework clubs closed during the dark winter months. Tragic deaths and horrific conditions of many Bangladeshi young people have nullified the educational aims and careers aspirations of many Bangladeshi children and their parents. The children are worried whether they can return home safe and well. Camden Council (1996:50) has found in their survey of 156 Bangladeshi residents in Camden that over the last five years, 32% of the households experienced some type of harassment. There was a big gender difference in racism. 50% of males of age 16-24 and 21% of female of age 25-44 were victims of such harassment. The survey also revealed that many Bangladeshi people changed some aspects of their daily life. For instance, 63% of Bangladeshi women stopped going to shops or markets at certain times to avoid racial harassment, 47% of the participants stopped going near the area where mostly white people lived (Desai 1999). Wrench and Qureshi (1999) have described in their project that racism is an important factor with Bangladeshis. which has a tremendous effect on the educational performance of some Bangladeshi pupils. The Census 2001 highlights that Bangladeshis are most likely to be racial victims among all other minority ethnic groups. Racism is thus an important issue in their daily lives.

2.4.5 Poverty

The researcher has highlighted the higher rate of unemployment amongst Bangladeshis in section 1.3.4 (in Chapter One). Some Bangladeshis are employed but at a low level. Most of them are in unskilled jobs and in the catering or manufacturing industries (Modood et al 1997 and Quader 1992).

The low level of employment contributes in two ways towards disaffection amongst Bangladeshi children. Firstly, the younger children grow up in an environment where the senior family members do not have an education. This generates a negative ideology about the benefits of qualifications. Secondly, the children do not receive careers information regarding better jobs for which higher academic qualifications are required (Quader 1992). The Social Exclusion Unit (1999) has revealed in its report that unemployment amongst parents creates the probability of unemployment amongst children. Modood (et al. 1997) has highlighted that there are links between academic achievements of different ethnic minorities including Bangladeshis and their economic positions. A good number of other studies (Tomlinson and Smith, 1989; Peach, 1990; Murshid, 1990; Skellington and Morris, 1992; Gillborn and Gipps, 1996) have focussed on the fact that the lower educational performances among Bangladeshi children are linked with poverty.

2.4.6 Religion and Culture

Previous studies (see for example, Anwar, 1994 and Varlaam, 1986) suggest that religion is another important factor affecting educational achievements of many Bangladeshi children. Religion exerts an influence on the aims and attitudes of the Bangladeshi parents. Most Bangladeshi mothers prefer their children to be educated in the Islamic tradition. Muslim students face difficulties with regards to school meals, (Halal food is food processed in the Islamic way to be eaten by Muslims) and the code of dress required for physical education, (Haque (op. cit); Modood, 1994, 1990; Anwar, 1994; Hutchinson and Varlaam, 1986).

Afshar (1989) has reported another factor about how religion is hindering educational qualification amongst Muslim women. He states that parents place more importance on the religious activities than the education of their daughters. Modood et al (1997) pointed out that Bangladeshi women are least qualified amongst all

ethnic minority groups. However there are other studies (Basit, 1997 and Iqra Trust 2000) suggesting that parental restrictions hardly obstruct the career choices of their daughters, rather they (daughters) are able to match the religious and cultural values with Western culture and progress with the teachings of Islam. The 2001 Census highlighted that Bangladeshi girls are performing better than boys in school.

A point to be noted is that Islam has never precluded women from education; rather it encourages (see Section 6.3.1) equal rights between men and women, although Islam does impose restriction on mixing of the sexes during and after adolescence and does not permit co-education (Haque 1999; Wade and Souter, 1992).

2.4.7 Truancy and extended holidays

Absence from school is claimed to be another factor of disaffection (HAC report, 1986) for Bangladeshi pupils in Britain. The reasons for the high rate of truancy from school include frequent moves between temporary housing, taking extended visits to Bangladesh and the children interpreting for their parents in social situations such as hospitals and DSS office appointments (Tower Hamlets, 1997; DfEE, 1995b; and Camden (1995; 1998).

However, Modood et al (1997) revealed that Chinese and Pakistanis are more likely to visit their country of origin; East Africans were least likely and Bangladeshis were no more likely than Caribbeans to return to their home countries, although such rankings of visits do not bear any relation to academic success. Bangladeshis make fewer visits but their visits are often of long duration. Camden Authority (1998) explains that the reason for the extended visits is connected to their financial and social situation. The parents visit relatives in far off destinations to spend time with them having saved money for several years before making such expensive trips. This financial factor motivates them to stay for a long period. Camden Authority (1998) highlights that:

> "Schools and Education authorities are concerned about children who go on extended holidays. Pupils who learn English as a second or an additional language may take two to five years or even more to acquire fluency. Those who have just begun to learn the English language tend to forget their newly acquired skills. Those who have acquired some degree of competence, when they return to England, find themselves behind their peers." (p. 43)

The experience of researcher in this study indicates that every year there are some pupils in Yr. 11 in Camden schools who are either not allowed to continue at their school on return from several months of extended holiday or are not allowed to take examinations in those GCSE subjects in which they are at risk of failure. However, Haque (op. cit) argues that extended visits have not formed a pattern in the educational performance of Bangladeshi children. In contrast, the researcher has experienced that most pupils on return from extended visits have performed at a lower level than prior to their departure. This is particularly true for those pupils who are at Key Stages 3 and 4 as they do not have enough time left in school to catch up on the lessons they have missed.

2.4.8 Access to GCSE subjects

The NC is not appropriate for many pupils as it is academically orientated. Pupils with vocational skills cannot progress through it but rather find barriers to access and eventually become disaffected. Many school teachers, pupils, parents, and other professionals tend to agree that the NC does not support pupils with non-academic skills and they end up being disaffected (NFER, 2000).

The NC requires pupils to have a reasonable level of proficiency in literacy and numeracy skills. Pupils should be able to read, write and speak English and use mathematics sufficiently well to carry on with their day-to-day school work (QCA, 1999a). In the absence of literature indicating the skills Bangladeshi disaffected pupils' lack, the researcher approached the schools involved in this research. According to the schools (research schools A&B: see Section 3.4.4 Chapter Three) approximately 75% of Bangladeshi pupils lack important components of key skills including communication, numeracy, improving own performance and also social and life skills. However, the schools reported that there is evidence that many Bangladeshi pupils, though lacking in various skills, often possess practical skills (Haque, 1999). They achieve relatively higher grades in subjects with higher practical content including textiles, home economics and art than subjects with higher literacy content including maths, English, science, drama, history and geography.

Figure 2.1 shows the subjects offered in GCSE classes in research school A. A great majority of Bangladeshi pupils are unable to cope with 75 % of the GCSE subjects as indicated by the red section, which includes the main subjects of the curriculum.

Figure 2.2 High and low performing subjects

Subjects with higher practical contents

Textile
Art and design
Food Technology
Bengali (as mother tongue)

4 subjects
25%

Subjects with higher literacy

Maths
Drama
History
Science
English
Geography
Media Study
Business Study,
Physical Education
Religious Education,
IT,
Modern Foreign Language
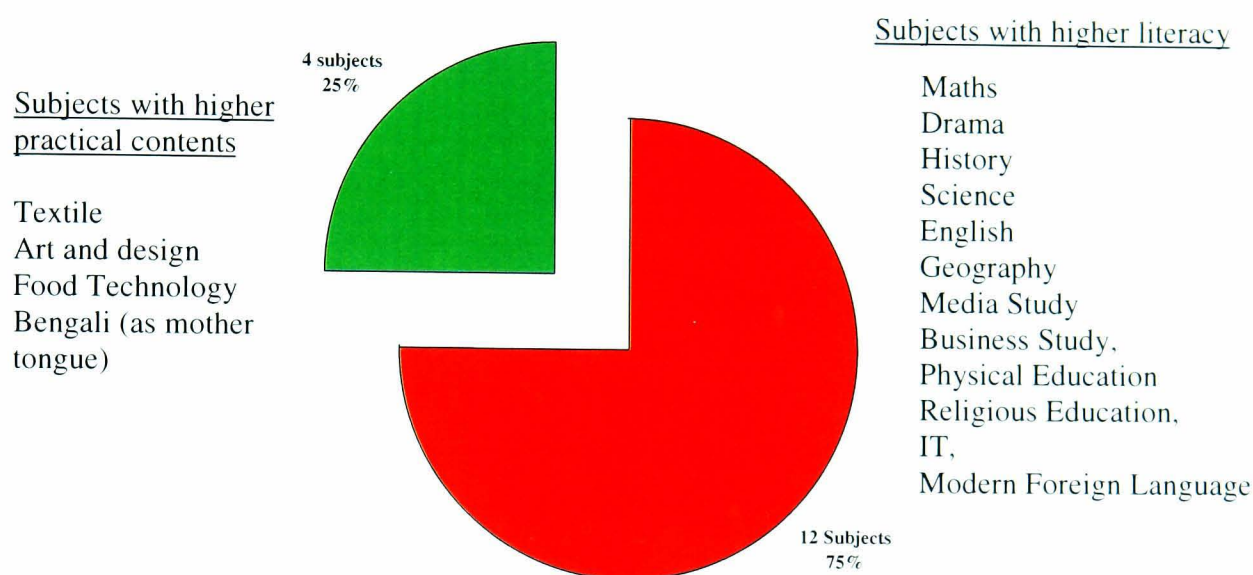
12 Subjects
75%

The green section indicates only 25 % of subjects with higher practical contents in which Bangladeshi pupils tend to achieve higher marks. The research school 'B' also offer similar subjects at GCSE classes.

The schools also reported that the Bangladeshi pupils performed better once they have gone through a two-week work placement. They tend to show improvement in various components of key skills. The schools believe that the Bangladeshi pupils could develop their important skills through placements and complement their curriculum subjects in school. However, they do not receive appropriate support from the school curriculum to develop their skills (NFER, op. cit).

Other factors of disaffection include teachers' low-esteem, drugs and intra-community violence among Bangladeshi young people (Desai 2000, Marland 1995).

It can be seen from the above discussion that most Bangladeshi children need to develop key, social and life skills; and the lack of which contribute in demotivation and disengaging them from education. As a result, upon leaving school, most of them remain out of education, training and employment (Wrench and Qureshi. op. cit). It is also revealed from Haque (op.cit), Quader (op.cit), Choudhury (op.cit) and Islam (op.cit) that Bangladeshi children perform better in subjects with more practical contents and do well in work experience. The pilot research also found that many Bangladeshi disaffected pupils perform better through a practical approach (see Section 2.8). This thesis will explore the benefits of work-related learning, if there are any, and find out if the above needs of Bangladeshi disaffected pupils can be supported by work-related learning within the school curriculum through the following ideas:

(a) By a survey approach to study the attitudes of the sample towards WRL.

(b) By a case study approach to investigate extensively the reasons for the attitudes of the participants to WRL and the effectiveness of WRL. This required a selective sample for in-depth interviews to study perspectives over time, in their chosen language and venue (Bryman, 2001).

2.5 Review of the NC

2.5.1 NC at Key Stage 4

The Education Reform Act (1988) (ERA) established the NC of England and Wales for pupils aged 5-16 in state schools (the age of compulsory education). Key Stage 4 denotes the curriculum for pupils of ages 14-16 years. According to the Education Reform Act (1988) and the Education Act of 1996 all statutory schools are required to provide pupils with a curriculum for Key Stage 4 which is balanced and broadly based; promotes the spiritual, moral, cultural, mental and physical development of pupils in school and society, and prepares such pupils for the opportunities. responsibilities and experiences of adult life (Section 351, Education Act 1996). The NC does not set parameters for the schools' Key Stage 4 curriculum. The schools plan their curriculum according to their needs and circumstances (QCA 1999a, NFER 2000).

The Education Act (1996) also includes a basic curriculum for each of the statutory schools (Section 352). The basic curriculum includes religious education, the NC and sex education. Religious education and sex education can be opted out by parental request. The Education Act (1996) defines the NC by including the core and foundation subjects with English, mathematics and science as core, and design & technology, modern foreign language, physical education, and information and communication technology as foundation subjects. The schools offer other subjects to pupils according to their needs. These include history, geography, art, music, business studies etc. (QCA 1999a, 1999b, NFER 2000).

2.5.2 Flexibility in the NC and its disapplication

The NC has flexibilities of differentiation and disapplication. Differentiation means that the attainment targets (knowledge, skills, and understanding) and study programmes will be specified according to the abilities and maturity of different pupils and disapplication means modifying the curriculum in special cases. As can be seen from the definitions 'differentiation' and 'disapplication' have common aims of dealing with the range of ability and maturity of pupils (NFER 2000). The Education Act (1996) also allows, in Section 352, some special cases where the NC could be modified/disapplied (Section 363).

Chapter One (see Section: 1.1) discussed that, in 1998, the Secretary of State for Education and Employment made the Education Regulations (1998) for Key Stage 4. The Secretary has empowered the schools to use Section 363 of the Education Act (1996) to disapply some aspects of the NC at Key Stage 4 for those people who may benefit from the provision of WRL. The schools are allowed to disapply two of the NC subjects - which are science, design and technology and modern foreign languages and those students who can benefit from it can spend up to one day every week out of school to participate in a WRL programme with employers, training providers and colleges (NFER 2000, QCA 1999b and 2003, GB Statutes 1998b, Education Act 1996).

Schools, according to Section 351 of the Education Act (1996), are required to provide a balanced and broadly based curriculum in order to prepare pupils for the opportunities, responsibilities and experience of adult life. It should make sure that

the pupils are prepared for work. The Ofsted report (1998) highlights that the principal responsibility of the schools is not only to ensure pupils' qualifications achievements, acquiring skills and necessary attitudes required to improve employability, but also to ensure their development, and knowledge and understanding of the world of work (QCA 1999b, 1999c and 2003).

2.6 Work Related Learning

2.6.1 Definition

WRL is defined as learning 'through work, about work and for work'. WRL at Key Stage 4 can take place through any planned activity using work as a context for learning, which illustrates aspects of working life. WRL 'through work', that is through work experience and enterprise activities, is intended to improve motivation and attainment. Learning 'about work' through vocational courses, is also intended to increase pupils' understanding of themselves and of the world of work and its contribution to the community. Learning 'for work' seeks improvement of key skills including literacy, numeracy, communication, improving one's own performance, working with others and IT. This can help young people at the stage of transition from school to adult and working life (DfEE 1997e, 1999c, 2000b; QCA 1999f; Focus Central London 1999; NFER 2000). The schools are funded year by year for the cost of WRL incurred. WRL would be undertaken usually from September 2004. It seems now to be possible that WRL will receive guaranteed funding (DFES, 2003 a and 1996 c).

WRL comprises activities for students of all ages. The main objective of work WRL is to prepare students for working life. This is done by incorporating aspects of the world of work into the 14-19 curriculum in order to develop the appropriate skills, knowledge and understanding required for the world of work. It involves pupils becoming involved with partnerships with colleges, training providers and employers where the pupils become involved in an aspect of employment which they are interested in. For this reason, it is seen to be important that schools, training providers and colleges are aware of this programme. As a result, students can find routes into FE, HE, modern apprenticeships and employment (QCA, 2003).

2.6.2 Learning approaches and outcomes from WRL

WRL exposes pupils to a variety of approaches to enhance their learning which are summarised below:

- Encourage students to practice skills which are required in the workplace
- Carry out work and activities as set in the workplace
- Liaise with different professionals from a variety of work backgrounds
- Learn work practices and working environment through direct or indirect approaches
- Develop problem solving skills by sharing ideas and effectively using skills from workplace
- Encourage students to learn from work experience and part-time jobs and extend these ideas to grasp a better understanding of the workplace
- Improve employment searching skills by surfing the internet, looking at local and national newspapers
- Utilise own experiences, skills and abilities to make informed career choices and explore alternatives available.

Schools play an important role in making students aware of the opportunities that are available to them through work related learning. Schools can also help them by providing opportunities to improve their skills which are required for employment, direct and indirect experiences of working environments, experiences of communication with different working personnel, creative problem solving scenarios that may arise at work and opportunities to look at the labour market to develop awareness and understanding of the local and national employment patterns. Young people need and benefit from a broad and balanced curriculum where WRL is an integral part. The world of work is always changing and young people's training and skills gained at school should reflect this. Thus, students need to be prepared by developing skills to enhance their employability. By getting involved in WRL, students can be aware of how their school work may be related, and applicable, to employment situations. The learning outcomes could include:

- Raising awareness of different types of businesses which exist, how they function and influence our society at large
- Motivating pupils and helping them to relate with the world of work

- Understanding the marketable skills needed to work in an organisation & the importance to acquire them

- Drawing parallels between school work and the work place

- Understanding the job roles and responsibilities, the environment of the workplace and employee rights

- Realising career development opportunities which are available and developing the qualifications and skills required

- Developing skills enabling students to manage their own careers

- An awareness of what is rewarding and what is not rewarding in employment

- Preparing pupils for the adult life where learning, re-learning and earning are strongly correlated.

Students can learn many other perspectives from WRL. Each business contributes differently to the macro economy and the factors affecting this are varied. Many different skills are needed for different types of jobs and for general employability. In a WRL environment students also learn the legal issues and practices that are involved in employment. While they are in their placements, students have the opportunity to learn about career progression opportunities, about further training and qualifications available.

(Source: adopted from QCA, 2003, pp12-15 and DfES, 2003, pp21-22)

2.6.3 The curriculum rationale for extended work-related learning

The curriculum rational for WRL includes:

- Non-academic pupils will be less pressurised and may be able to develop their basic skills

- Offering a practical curriculum which is available for pupils with special educational needs (SEN)

- Learning opportunities can be widened by focusing on vocational learning and employability skills

- Pupils disengaged from education can be motivated to learning and attain their GCSEs

- On leaving school pupils could enter into modern apprenticeship, FE College or employment which they might not have considered

- Pupils can have experience of college or training provider and NVQ while at school

- Reducing the rate of permanent exclusion

(Source: adopted from the Internet: www.qca.org.uk/14-19/11-16 schools, pp2-3)

2.6.4 Types of WRL and specific proposals for Bangladeshi pupils

WRL is an effective way of learning for everyone. The experiences and learning styles that students have are different. WRL can take place across the curriculum in different subjects and be offered to pupils according to their individual learning programmes. It can also be offered within the curriculum for pupils to take different subjects and courses, which could provide them with experiences, approaches and a base through which they can develop their learning. WRL can be offered in the following ways:

a) Pupils can follow WRL as a built up programme in the curriculum including different subjects such as citizenship, and personal, health and social education (PHSE) which can be supplemented by careers education and work experience.

b) Pupils can follow vocational courses (e.g. GNVQ)

c) Pupils can follow an extended WRL programme through placements with FE College, training provider and employer through disapplication (see Section 2.5.2) of the National Curriculum.

Schools would decide which pupils could benefit from placement with employer, training or college course and would liaise with parents and these partners who are involved in the WRL programme. Pupils with FE college and training providers could have work placement with an employer. Whatever the case, learning outcomes and qualifications will depend upon the individual pupils' ability and career aspirations to some degree.

(Source: adopted from the Internet: www.qca.org.uk/14-19/11-16 schools, pp2-3)

This research proposes the 'extended WRL programme through placement' for Bangladeshi pupils for the following reasons:

- It was revealed from the pilot research (see Section 2.8) that a project group of Bangladeshi pupils who were judged to be at risk with their GCSEs performed better at work placement on Saturdays during Yr. 10 and 11 and were able to progress to the next stage, i.e. employment, FE college and training. They developed various potential and employable skills when compared with a control group most of whom were unable to cope with post-16 options.

- It was shown from the schools in this research that Bangladeshi disaffected pupils performed better through placement. Once they are back from two-week work experience most of them showed signs of improvement in various attributes. The schools reported that they acquired more skills in subjects with a highly practical content.

- The literature tends to show (see for example. Haque. op. cit) that Bangladeshi pupils have a practical incentive. They perform better at work. or through practical activity, than in classroom environment (Haque, op. cit. and Quader, op. cit).

- It is also revealed from the DES initiatives on WRL projects (see 2.7) that disaffected pupils from multicultural a background showed very good signs of progress through the extended WRL route. They developed several components of key skills. realised the positive side of life and were re-engaged in education.

Bangladeshi disaffected pupils who showed signs of improvement by going through work placement on Saturdays (pilot research) neither followed any planned curriculum nor were they monitored by any teachers. Their performance could be further improved if they were supported as the pupils on the DfES initiatives through WRL. Some Bangladeshi disaffected pupils might progress by following the provisions mentioned in (a) and (b) above. However, the GNVQ course at Key Stage 4 requires certain levels of literacy and numeracy skills. which according to the research schools; many Bangladeshi pupils do not posses.

Therefore this research proposes extended WRL programme for Bangladeshi disaffected pupils to follow at Key Stage 4.

(Source: adopted from QCA. 2003. pp12-15 and DfES. 2003. pp21-22)

2.6.5 Chronology of WRL

Learning from outside the classroom context is not a new thing in Britain. Woolhouse (1991) says that the theme of school and business partnerships can be traced back to the middle of the last century. Learning from outside classrooms during the introduction of Village College in 1930 was one of the pre-cursers of WRL. However, Woolhouse says that it is towards the end of the 1970s when a substantial increase in partnership between schools and industries is seen and a great number of initiatives are formed.

Towards the mid-60s there was a significant difference in school partnership with the creation of School-Industry Liaison Officers (SILOs). The SILO worked as an intermediatory between school and industry to create a partnership between the two (Jamieson, 1985). Holly (1971) argued for inquiry-based learning. He suggested that learning should be inquiry-based and the community outside school should be involved in education in order to equip the young people to cope with adult life. Midwinter (1972) argued for WRL through work simulations and role-play methods for learning curriculum subjects through community contexts. He emphasised the importance of parental involvement in the education of their children and argued that the parent is one of the most important partners in delivering education to children, and through community contexts where parents are likely to be involved. He suggested that pupils should spend time in the community outside school and take part in working with pensioners, the disabled, shop, and gardens, where their parents would also work together with the teachers. Ward and Fyson (1973) argued that children should learn from community schools, which should be resourced by factories, warehouses and offices. The children could spend time there on a regular basis. Aucott (1979) claimed that the school curriculum should belong to, and be responsible to the community. It should address their needs and the schools should be responsible to the community.

Another precursor of the school-industry link is practical learning in school through work simulation. Students aged between 15-18 years were involved in setting up and running their own business in school taking a loan from a bank for an allotted time to run mini-enterprises during which students planned, established and then closed their enterprise. The teachers used to assess this learning outcome (Jamieson,

Watts and Miller 1988). Watts and Moran (1984) suggest that the work simulation was received as an integral part of the school curriculum, and is depicted in the Society of Education and Officers (SEO, 1983) as a curriculum which values skills, attitudes and values of pupils in the practical field.

Towards the beginning of the 1970s there was a huge shortage in youth employment predominantly because of a lack of jobs. Benn and Fairley et al (1986) suggest that the schools were not contributing towards social mobility of boys and girls. The Trade Union Congress (TUC) was established in 1973 in order to tackle the sharp rise in youth unemployment. The Manpower Services Commission (MSC) was established as a part of the 1973 Act to deal in unifying 'main mechanisms in the labour market' (Hyland, 1999, p.34). Jamieson (op. cit) highlights that the DES has urged the LEAs and school to work closely with industry; and its brightest example is the legislation of Education (1973) introducing. Work Experience for Yr. 10 pupils.

In the 1970s the need arose for an alternative provision of learning to predominantly academic education. The Further Education Unit (FEU, 1979) first published 'A Basis for Choice' about the necessity of a change of approach from a classroom based learning, which benefited a smaller section of young people, and suggested provision for a larger section of the young people required to prepare them for the world of work. This publication first claimed that transferable skills were an integral part of education and training and education should be regarded as a practical way to success. At a time when youth unemployment was rising sharply, the publication drew the attention from classroom-based subjects to a curriculum without any syllabus but one that prepares people for adult life. As a result many people welcomed the new curriculum as an appropriate response to the needs of society. Moreover empirical research by FEU (1979) established the new curriculum as a way forward in dealing with the development of skills and their integration into the world of work as essential.

Lawlar and Miller (1991) suggest that the expansion of partnerships over the last twenty years has been substantial through the involvement of various school-industry initiatives including Local Education Authority (LEA), central government, employers' organisation, teachers and teaching organisations and the trade union

movement. However, the partnership link became stronger following the famous Ruskin College speech delivered by the then Prime Minister, James Callaghan, in 1976. Callaghan 'drew attention to the lack of communication between schools and industry and threw open the school curriculum to the wider community' (Lawler and Miller, 1991 p.65). His speech worked as a watershed on the school-business partnership following which, in 1978, a tri-partite partnership amongst Trade Union Congress (TUC), Confederation of British Industry (CBI) and Schools Council Industry Project (later Schools Curriculum Industry Project) (SCIP) was formed which focused on learning through experience and the involvements of adults rather than teachers (Lawlar & Miller, op. cit). The tripartite relationship gave rise to a significant number of SILOs in LEAs, 1985. On top of this the DES (1983) recommended appointing one Chief Education Officer (CEO) to work full-time to create a school-business relationship (DES 1983 as in Jamieson op. cit. p.200)

The Prime Minister, Margaret Thatcher, introduced the Technical Vocational Education Initiatives (TVEI) in November, 1982. The Manpower Services Commission (MSC) and the Department of Education and Science (DES) worked together to develop a project for secondary pupils aged between 14 -19 through a provision alternative to the curriculum of the education system. At first the project was required to address the problems associated with training programmes and youth unemployment, which could enable young people to prepare for the world of work and contribute to the life of the community (Dale et al 1990). TVEI was not a new structure in education; rather it was an opportunity for both academic and vocational qualifications. A structural change was brought about in the rigidity of the curriculum which divided the pupils into two tiers: academic route for the more able students, and vocational for the less able students.

TVEI was introduced as new initiative rather than a reform that had learnt from past curriculum change (referred to by Yeomans, 1996, as 'historical amnesia', p32). Based on a stake-holder approach the TVEI policy emphasised the break with past attempts at previous vocational curriculum reform.

TVEI aimed at the construction of a curriculum as a practical, multi-faceted and multi-level activity which would regularly adjust, amend and conceptualise.

It was planning curriculum change between "central prescriptions and decentralised, school-based approaches". (Yeomans, 1996, p37). This initiative tried to combine support and pressure for achieving curriculum changes via decentralisation. The Government was concerned on the inability of TVEI to deliver substantial change towards a 'practical' curriculum, pointed out by some (c.f. Finegold, 1990 and Young, 1993) to have been partly because of a Deweyan 'liberal vocationalism' (Yeomans, 1996, p38), which did not leave the power to really establish the CPE or BTec National Diplomas, and led them to believe it could not develop the desired result (Yeomans, 1996).

Boud and Miller (1996) suggest that we tackle the problems of our daily lives by our practical work experiences and for these we never enrol for a course or take a class. It is the norm to learn through work experience and it is commonplace for learning. Boud and Miller (ibid) further say that a larger part of the learning undertaken in the world is through work experience. Miller et al (1991) state that work experience is an attempt to bridge the seemingly narrowing gap between the long separate world of work and education. Formal education could be said to have followed its own agenda, which coincided only obliquely or partially with the aims of industry. In order to overcome this separation of interests, successive governments over some three decades have adapted the idea of bringing 'the world of work' within a pupil's educational experience. The Secretary of State for Education in his speech to the London Chamber of Commerce (18th January 1995), focusing on the importance and the tangible benefits of the work experience, highlighted the belief of the Government at the time that the close links between business and education were essential to economic success in the future and that all businesses, irrespective of their size, should be involved.

Hillage et al. (1996) states that it is important that there should be a close partnership between school and business for the improvement of the nations' competitiveness. Kolb (1984) says that learning through experience is a way that brings together education, work and personal development. Weil and McGill (1990) have referred to the pragmatic benefits of work experience for the students:

"Experimental learning becomes the basis for cognitive, perceptual, affective and behavioural learning and for exploring ways which these can be integrated into the work situation and beyond" (p. 17).

Bentley (1998) shows an example of how learning beyond the classroom brings success to a Bangladeshi child with poor levels of English.

"The image of a corporate financer from the City of London sitting down to read once a week with an impoverished Bangladeshi child is both counter intuitive and appealing. It is already happening many times over in East London. The outcomes alongside the explicit aim of helpers to improve reading levels include surprising amounts of satisfaction and fulfilment for the corporate volunteers and growing mutual comprehension of the separate worlds, which the different partners inhabit. Work experience also allows young people to find out about and learn from an organisational context beyond their school, and often from people in the roles that they would never otherwise have come across. The evidence seems to suggest that when relationships are established without too many preconceptions, without young people being required to fit into previously defined categories, they have more chance of success." (p .92)

The idea of what is now referred to as 'WRL' comes from the 'work-related curriculum'. Having borrowed ideas from Huddleston, Hayward and Sundness (2000) highlighted in the 'SKOPE' research paper No.10 that a work-related curriculum had two components: Complementary and Compensatory. A Complementary Curriculum aims for all students to improve their knowledge and skills in context of work and prepare them for post-16 education. The compensatory curriculum is aimed at disaffected pupils at Key Stage 4 to improve their motivation towards learning and employment through disapplication of aspects of the NC.

Watts in Wellington (1993) says that two of the cross-curriculum ideas of the NC concerning the world of work are: Economic and Industrial Understanding, and Careers Education & Guidance. Economic and Industrial Understanding refers to the understanding of the world of work; how it is structured and how it relates to the national economy. Careers Education and Guidance supports the students' knowledge and understanding in decision-making and transition to working life. However, there is also room in the curriculum to prepare the students for work and also improve their learning through work. This is in agreement with Jamieson, (1991) DfEE (1997g), QCA (1999e), Bentley (1998) and Coffield (1998, 2000), and is now incorporated in the concept of WRL through disapplication of the NC and allowing pupils to spend time with employers, FE college course and training providers.

In 1996, a DfEE White Paper suggested that a close relationship between education and business is important in relation to effective learning by the students. The White Paper 'Learning to Compete: Education and Training for 14-19 year olds' (DfEE, 1996a) highlighted that the link between school and business is very essential for young people's success in learning and preparing for working life. The paper states that:

> "Effective local partnership arrangements play a critical part in promoting productive and successful links between business and education". (p.25)

The statement on Early Years Education (DfEE, 1997a), New Deal (DfEE, 1997b) and the White Paper: Excellence in Schools (DfEE 1997c) suggests that the school-business partnership links are in place.

Many initiatives have been and gone, but there is now in place the national framework of qualifications and the key skills of communication, application of numbers and IT, working with others and improving one's own performance (QCA 1999a and 1999b).

A Green Paper (2002) highlights that between the ages of 14 -19 is a period for young people to build on their earlier learning and prepare for adult and working life. However, too many young people fail to achieve their full potential and ultimately become disaffected. This impact not only encompasses the individuals but also the local communities, wider societies and the whole economy. About 50 % (Green Paper, op. cit) of the young people do not achieve 5 GCSEs between grades A-C, and many more cannot meet the standard of English and Maths and 5 % leave school without any GCSE passes (Green Paper, op. cit).

However, the Green Paper (2002) also highlights that the government is determined to pave their way to continued learning either at school, college or in the work place. The provision of 14-19 education and training provides a wide range of vocational GCSEs as well as a wide range of WRL. Depending on the ability and the interests of the pupils, they can choose vocational GCSEs and also be placed on a college course, training course (NVQ) or with an employer by going through disapplication

of the NC. There should be links between school. college. training providers and employers (QCA, 2003).

2.7 Reviewing DfEE Initiatives on WRL

The concept of learning taking place outside the classroom context is a well-established theme in English education (see chronology of WRL). Starting from the introduction of the village college (1930) and through the creation of SILO (mid 1960) and the wake of writers such as Holly (1971), Midwinter (1972) and Aucott (1979) learning through a practical approach has been a long history. Moreover, empirical research by FEU (1979) established a new curriculum as a way forward in dealing with the development of skills and their integration into the world of work. Therefore the success in the improvement of motivation and various skills through DfES projects well founded ideas.

The Department for Employment and Education (DfEE, 1997d) launched programmes to provide financial and other forms of support to a range of locally derived and delivered WRL projects since 1997. The Government has committed to high quality WRL for 14-16 year olds and these WRL projects were launched in an attempt to fulfil this commitment. The projects aimed to encourage innovative arrangements for WRL and to make sure that FE colleges and training providers can take part in the projects by offering appropriate courses for 14-16 year olds in collaboration with Local Education Authorities (LEA) and schools. The DfEE believes that WRL would be valuable for providing a wide range of benefits including gaining and improving skills and knowledge important for young people for transition to adult and working life, enabling schools to enhance the school curriculum with the options of General National Vocational Qualification (GNVQ), National Vocational Qualification (NVQ) and different components of key skills and making college learning and teaching facilities available to schools. WRL programmes can enhance opportunities for all 14-16 year olds but it is particularly helpful for underachievers and disaffected pupils.

This thesis reviews the following evaluation reports of DfEE funded projects on WRL:

1. The New Start Initiative
2. Key Stage 4 Demonstration projects (Demonstration Projects)
3. Alternative Education Provision-NFER
4. Education Action Zones (EAZ)
5. Action Research - 39 Steps Project (AR Projects)

2.7.1 The New Start Initiative

The 'New Start' project is one of the DfEE initiatives commissioned for evaluating the WRL programmes within the South London Tec (SOLOTEC) area comprising of six borough councils which are: Bexley, Bromley, Croydon, Greenwich, Lewisham, and Sutton; a research team from Greenwich University was appointed to evaluate the outcomes of the programmes. The 'New Start' aimed at disaffected young people aged 14 to 16 to increase their participation and the levels of motivation towards learning focusing particularly on those at high risk with GCSEs due to the following problems: truancy, emotional, low educational attainment, housing, drugs, involvement in crimes and school phobia. This section will explore the outcomes of the three LEA projects of Bexley, Bromley and Greenwich.

In Bexley, a group of pupils was divided into three areas of the WRL programme including FE college, Network Training Course and placement with employers, depending on the choices of the individual student, consent from the parents and the decisions of the schools. The students attended WRL programmes one day each week for one year from 1998 to 1999. There were 40 participants from different ethnic groups comprising 25 males and 15 females. The evaluation report by Greenwich University highlighted a number of improvements for disaffected young people. The negative mood they had exhibited changed to hopes and aspiration resulting in most pupils being employed or being motivated for taking further education, training and apprenticeships. Progress was very impressive: at the end of the programme 75% of the participants were either employed or had chosen Further Education or Training courses. The 'Report' however did not mention anything about the outcomes of the remaining 25% of the group.

The Bromley strand was divided into two parts depending on the nature of disaffection (Ainley et al. 1998): 'Additional Provision' and 'Preventative Measures'. Additional Provision aimed to work with young people whose learning entitlement was not met by the educational offer (NFER 2000) with regard to re-engaging disaffected 15/16 year olds into full-time education which could lead them to post 16 options including FE College courses, a training course and employment. The strand of Additional Provision had enrolled 14 pupils, 10 males and 4 females from White, Black and Asian ethnicities. The projects' objectives to re-engage the pupils into learning, training and employment were fully met. Two very important indicators of the project's success were progression to post 16 options and level of attendance. Out of 14 pupils (100%) on the course, 9 pupils (64%) completed successfully and 5 (36%) did not. From those who completed the course (9), 6 of them (67%) went on to FE college, 1 (11%) went on a training course, 1 (11%) got a job and another 1 (11%) was on the waiting list to be placed. The report did not specify the options of the placement. From those 5 who did not complete the Course, 1 pupil left the course, 1 became pregnant, 1 did not choose the right course and 2 were not interested in attending the course. In terms of attendance, the success was significant. The overall attendance of the pupils who completed the course was 92% (NFER 2000).

The "preventative measures" used aimed to work with the disaffected young people to improve their motivation to learning and employability by allowing disapplication of the NC (QCA 1998d). There were 30 Yr. 11 students who attended a link course one day each week offered at Bromley College. From 30 pupils, 25 were male and 5 were female, 26 of them completed the course. Out of 26 who completed the course, 7 (27%) entered FE College, 7 (27%) went into employment, 2 (8%) were waiting to be placed. The report did not refer to either the nature of their placement or to the remaining 5 pupils who also completed the course.

However, the project revealed that limited data was available for the 'preventive measures'. As a result a comprehensive evaluation was not was possible.

In the Greenwich strand there were 43 pupils from Yrs. 10 and 11, from which 25 were female (58%) and 18 were males (42%). The ethnicities comprised of 36 White

(83.7%), 15 males (34.9%) and 21 females (48.8%), 2 African females (4.7%), 1 Asian female (2.3%), 3 mixed race males (7%) and 1 mixed race female (2.3%). The factors of disaffection amongst these pupils included behavioural difficulties, poor attendance, under achievement and suspension from school. Other factors were low esteem, bullying and a low level of spoken English (7%). From the cohort of 43 young people, 26 (60%) stayed on at school to pursue education, 4 (9%) chose college courses or 6th form, 5 (12%) got employment, 5 (12%) were yet to make a decision for an appropriate profession and 3 (7%) moved to other educational provision.

One of the project members commented on the development of the disaffected people who were involved in the programmes that:

> "They are able to the best of their ability to express their needs, seek help, support and the assistance they need to help improve their educational and personal lives. My pleasure was derived from seeing the changes that had occurred in their attitudes and their willingness and co-operation in   wanting to improve their education and behaviour".
>
> (New Start Evaluation Report, 1999, p 40)

It should be noted here that the claims made by the projects on the overall development made by their students were not measured against any control groups. Therefore, any direct the causal effect is not supported by the design of the project. Care should be taken in generalising the results.

2.7.2 Demonstration Projects

The Department for Education and Employment (DfEE) funded SWA Consulting to carry out the evaluation of the 35 local projects known as Demonstration Projects at Key Stage 4. The Research Report "National Evaluation of Key Stage 4 WRL Demonstration Projects" (RR218) highlighted the outcomes of the 35 Demonstration Projects after a study of two years: 1997/1998 and 1998/1999. The principal aim of the project was to develop WRL programmes at Key Stage 4 by the support of employers, FE colleges and training providers.

The Demonstration Projects Report (RR 218) advises caution in interpreting the data because improvements or deteriorations are not caused exclusively by the Demonstration Projects, but changes in school personnel or curriculum initiatives.

> "This is why emphasis has been placed on plotting the parallel experiences of comparator groups and exploring process points in greater depth with case studies".

(Demonstration Project Research Report RR 218, p3)

The national objectives of the project were to motivate young people towards learning, to improve young people's educational attainment, to raise their understanding of necessary skills required by the employers, to prepare them for working life, to provide appropriate support to cope with transitional options at 16, to improve the components of key skills among the young people and offer NVQ where appropriate and to establish and strengthen links of schools with employers, training providers and colleges.

2.7.2.1 Activities

A very wide range of activities was undertaken within the projects which were the subjects of the SWA Report included the following:

a) Work experience placements were planned and designed to complement their mainstream education at Key Stage 4 including GCSEs and GNVQs

b) Placements with College, employers and the training providers continued for half a day each week for two years

c) Courses incorporated the components of key skills for pre-16 pupils

d) Project work was included as an integral part of the programme

e) The experience gained from residential activities

f) Much effort was given to record keeping including records of achievements, progress reports, and portfolios and mentoring

There were 225 schools involved in the Demonstration Project, 10,918 students were in the project group and 8,522 students were in the comparator group. Most students were in mixed gender groups. The report did not give detailed data on ethnicity.

2.7.2.2 Students' attainment in vocational GCSEs and NVQs

Vocational GCSE courses were designed in Design & Technology in resistant materials, Electronic Products (Coventry), Engineering (Barking and Dagenham) and

Food Technology (Norfolk). The students from the project group had almost the same attainment in GCSE exams as the cohort group (project 32%, cohort 33%).

It was successful for disaffected students and most of them were able to complete the merits of key skills (see below), NVQ and GNVQs. High achievements were recorded with many students successfully achieving NVQ and GNVQ level one and some in level two (IT). The reason for fewer achievements in level two was due to the demand of the students' time, technical resources and planning.

> Students in the project group generally attained GCSE results at around the same level as the average year cohorts for their schools. Since disaffection was a criterion of selection for several project groups, this represents a considerable achievement in NVQs and GNVQs.
>
> (Demonstration Project Research Report RR 218, p12)

However (Ofsted, 2001) highlighted that although work-related learning programmes were benefiting particular pupils through careful planning and regular monitoring the improvement was not consistent. Too much unevenness was evident in the projects due to the facts including accreditation of work-related learning both in and away from school, limitations of range of approved of NVQs at pre-16 level and difficulties in timetabling an between school curriculum and work-related learning placements.

2.7.2.3 Students' attainment in key skills

Data in relation to achievements in key skills were not available from many projects but some other projects provided units and levels of key skills achieved. For example:

- The schools in Shropshire and Telford and Wreakin had 204 pupils in the project group from which 29 achieved level 1 and 51 achieved level 2 in IT. 4 achieved level 1 and 29 achieved level 2 in 'Improving Own Learning Performance' and 28 achieved level 1 and 4 achieved level 2 in 'Working with Others'.

- 239 students in Southwark achieved levels 1 and 2 in 'Working with Others' and 30 in 'Improving Own learning and Performance'.

- 54 students in Coventry gained levels 1 and 2 in 'Working with others'.

- In Devon and Cornwall, 30 students, Kirklees 83 and Croydon 135 students gained mostly level 1 and some level 2 units of key skills.

Improvement in different components of key skills took place to a varied extent. For example, improvement in 'working with others' was significantly more than that of 'improving own learning and performance'.

> "Working with Others were significantly more taught and accredited than Improving Own Learning and Performance".
> (Demonstration Project Research Report RR 218, p19)

The components of key skills (see Section 3.4.1 in Chapter Three) include communication, numeracy, IT, working with others; problem solving and improving own learning and performance, which are major factors for success in GCSEs, vocational learning and employment.

2.7.2.4 Destination of the students at the end of Yr. 11 in 1999

Student's destinations at the end of Yr. 11 are impressive. The rate staying on in full-time education by the project group (63%) is similar to the cohort group (65%) whilst the comparator group had the highest staying on rate (73%). The project group students seemed to have more interest for the work-based route including employment or National Traineeship (23%) while the Cohort and the comparator groups had 19% and 16% respectively. There were less project students who belonged to the 'other' category, including unemployment, unknown and other than the cohort group.

2.7.2.5 Students' Motivation

Attendance is one of the most important factors for judging motivation. The project schools were happy at the higher rate of attendance of their students in the project groups. In a few cases the rate for the unauthorised absences was a little higher for the project group but in many cases, for example, the Leicester Case Study, their attendance was quite satisfactory (70%).

"The result was that, of the 42 students in the group, 29 (nearly 70%) had improved attendance pattern while on the placement – and 8 of those students improved their attendance by more than 20 %".

(Demonstration Project Research Report RR 218, p32)

2.7.2.6 Students' behaviour

The head teachers across the DP Projects had reported that there had been a change in the behaviour of the disaffected students. There was a higher degree of improvement in their behaviour, which was noticed during their participation in practical work and work-related subjects. The students were deemed to be more independent and mature and have improved self-esteem and confidence.

"For many students, the biggest boost to self esteem and confidence was being selected for what was seen to be a high status initiative".

(Demonstration Project Research Report RR 218, p28)

2.7.2.7 Outcomes of WRL in central London schools with Bangladeshi pupils

There is no evaluation report as such on WRL in schools with a high proportion of Bangladeshi pupils. However the DfEE Demonstration Projects have included in their evaluation report the overall outcomes of Tower Hamlets, Newham and Camden, three inner city Boroughs where most Bangladeshi pupils attend. Although the outcomes of Bangladeshi children were not highlighted specifically, a multi-cultural group of pupils were reported to have progressed substantially through WRL.

Evaluation Reports of Demonstration Projects (op. cit) highlighted that a group (number was not specified) of disaffected pupils from multi-cultural background at key stage 4 from Camden schools, (including the research schools in the present study) were disapplied from the National Curriculum and involved in WRL projects run by the local training providers, employers, and FE colleges. Most of the pupils showed outstanding results although no specific data was made available. They had coped well at transition from school to post – 16 options including FE College, training providers and employment. This is consistent with information from the Government Office for London (GOL, autumn 2002) and Connexions (Central London, 2001).

GOL (op. cit) reported that the students of a special needs school who took part in the WRL projects, improved their communication skills, interpersonal skills, and were motivated substantially for learning. They raised their level of self-esteem, confidence, and improved their life and social skills. This case study report of GOL (op. cit) also revealed that parents were happy for their children to have been motivated and punctual in attending schools. Connexions (2001) mentioned in their Directory of Resources that pupils who were placed with training providers, a substantial number of them were able to complete units of NVQs and had clear ideas of their next progressions. Some continued education at the FE College, some took employment, and others progressed to the next level of NVQs.

Evaluation reports of Demonstration Projects (op. cit) revealed that two hundred pupils took part in WRL in Newham Schools. The main outcomes for most (number not being specified) of the pupils included a tremendous improvement in various components of key skills, including communication, numeracy, IT and employability and personal and social skills.

Connexions (op. cit) mentioned that, in Tower Hamlets, the disaffected pupils, both boys and girls from Years 10 and 11 (numbers are not specified) took part in WRL. These pupils showed the similar pattern of improvement in key skills as had Camden and Newham.

2.7.3 NFER-Alternative Education Provision at Key Stage 4

The following information is based on the Local Government Associations Research Report by the NFER, (2000). Students at Key Stage 4 followed GCSE courses, which were mostly academically oriented and inappropriate for pupils with low academic skills. The National Foundation for Educational Research (NFER) was commissioned by the Local Government Associations (LGA) to take on the project with disaffected pupils at Key Stage 4 and design an alternative curriculum to find its degree of effectiveness for young people in relation to their education, training and transition to post 16 options.

The report collated data from 14 LEA schools, teachers, pupils and parents. The research project had aims similar to other projects discussed here. A wide range of organisations were involved with schools in offering an alternative curriculum at Key Stage 4. The list included careers companies, education-business partnerships, employers, training providers, FE colleges and voluntary organisations. The students selected had a wide range of factors of disaffection including low achievement, truancy, behavioural and emotional difficulties and dropping out the most of whom showed tremendous development in all of these skills.

2.7.4 Education Action Zone

EAZ form partnerships with schools, parents, the community businesses and local authorities. There are about 72 statutory EAZs across England. Zones are spread throughout the country, in both urban and rural areas. Zones cover primary and secondary schools. The Ofsted (2001e) Report reveals that EAZ also have seen improvements in 2001 GCSE results. Initial analysis shows particularly good scores have been achieved in the 5* A-G category in the Round 1 zones which started in 1998. The rate of improvement in some EAZs is now at least matching, and in some cases outpacing, national trends. Indeed provisional results show that there are several zones such as East Middlesbrough, Barnsley and Grimsby that have seen good improvements in the percentage of pupils achieving 5 A*-Cs in GCSEs.

The Ofsted Report (2001f) also revealed that disaffected pupils were motivated for learning and that the number of pupils entering further education, training (NVQ) and employment is gradually increasing. The attendance rate also was improved. However, in some Zones there were areas of little success. The improvement in numeracy and literacy was inconsistent because of lack in a rigorous assessment and monitoring, Improvement in attainment was not clearly evidenced at Key Stage 4.

2.7.5 AR Projects

DfEE funded the 39 Steps Project as a part of its AR Project of WRL involving 20 disaffected young people. Although the programme was designed with a project and a comparator group, the comparator group was not available for the entire period of two years (1998-2000) of the project. However, the project claimed that young people developed more substantially than they might have done staying in school. It

is also to be noted that not all students did equally well; some did better than others whilst for some it did not work to any significant extent.

> ...this does not mean that there could not be an effective evaluation. In fact the small numbers involved provided the opportunity for a real qualitative approach.
>
> (Cole and Wellington, 2000, p18)

The pupils attended school for four days and spent one day every week in out-of-school context with an employer. The Final Report of the 39 Steps Project highlighted that the project had overall success by providing tangible benefits to most of the youngsters. Despite some negative outcomes including poor attendance and punctuality, young people had developed more substantially than they would have by merely staying in school. They were found to be more motivated towards learning, with improved behaviour, more social skills and increased confidence and self-esteem. One teacher reported on the improvement of the behaviour of a student:

> "When I first came to the school she was one of the most difficult youngsters I had met for some time. She was disaffected, disenchanted and angry about the world because she seemed not to be making progress; she felt that the school had failed her. She made all this very clear to me. But she's not like that now. She's preparing for her GCSEs. She walked in this room this morning and the first thing she did was smile. She is now a lovely, lovely girl who has matured in personal terms."
>
> (A quotation cited in Cole and Wellington, 2000, p23)

It was difficult to compare GCSE results between comparator and project group students because of drop outs (two from project group). If the total number of students who took exams is taken, then the project group did better:

> However if the two who did not attend are excluded then the average score is 17. The comparator average score is 12.2.
>
> (Cole and Wellington, 2000, p26)

But the low numbers again make these results unrealisable for quantitative measures. The report highlighted that, in addition to the GCSE results, the project group students obtained certificates in health and safety, IT, basic food hygiene, first aid, and fire safety. Although these cannot compare with academic ability, these could be helpful in satisfying employers.

"These cannot compare to the academic ability which GCSEs reflect. However, do they relate directly to skills which employers might want from such youngsters".

(Cole and Wellington, 2000, p16)

The disaffected pupils were found to have realised the positive side of life and they were back on the track.

2.8 Pilot Research

The researcher worked over a period of 10 years with disaffected Bangladeshi pupils and found that these pupils performed better in vocational subjects (including craft, design and technology) than in academic subjects. They seemed to have more practical skills and showed a higher level of motivation towards education after having been placed with employers for just two weeks in Yr. 10. In order to investigate this hypothesis, the researcher undertook a small-scale research with Bangladeshi disaffected pupils from Yr. 11 in some Camden schools for three years from 1995 to 1997. He was able to show that, at the age of 16, and although their achievements in academic subjects were poor, they coped better than a comparative group of same number of disaffected pupils as the project group who did not take part in the research. They were better able to take advantage of 16+ options including employment, further education and vocational training. There were occupations, which could be undertaken which assisted the development of language and cultural skills: for example junior levels of motor mechanic, plumber, electrician, artist, fashion designer, painter and decorator and similar careers.

To investigate this experience in 1995, the researcher allocated 4 students from Yr. 11 to employers according to their career interests to work on Saturdays on a voluntary basis to gain experience. Their parents' consent was obtained beforehand. Two of them were placed in garages, one with a plumber and one with a fashion designer; all were initially unpaid. Although the students had extra pressures on them for Saturday work, their new experiences brought very successful results. All of them at age 16, however poor the academic results they had in GCSEs, had secured good foundations for their careers. On leaving school, three of them took full-time employment and one entered into a Youth Training Course in tailoring. Subsequently at 17, two of them have become qualified motor mechanics; one has become a qualified plumber and the other obtained employment with a fashion

designer. The researcher continued the experiment in 1996 with 10 pupils from Yr. 11 and a similar pattern of practical skills were noticed among Bangladeshi disaffected pupils. In 1997 the researcher formed two groups of students, 25 (13 boys and 12 girls) from each group of the same educational abilities from Yr. 11: one was the project group who were placed in Saturday jobs and the other was a comparator group to measure the progress of the project group students. Almost half of the pupils from both groups were either born and or brought up in Britain and the other half in Bangladesh

Almost all of the project group students had coped better with the transition as a result of their 'out of school' vocational experiences and had been engaged in employment and training. The comparator group did not show any progress and were judged by their schools as being at risk at 16.

Figure 2.3 shows that, 76 % of project group pupils have been able to integrate themselves into the labour market, 24 % of them have found work-based training and none were unemployed or on benefits.

Figure 2.3: Destinations of 25 pupils who undertook work on Saturdays.

Project Group (25) Pupils who undertook work on Saturdays

☐Employed ■Unemployed ☐In Training ☐On Benefits (DSS)
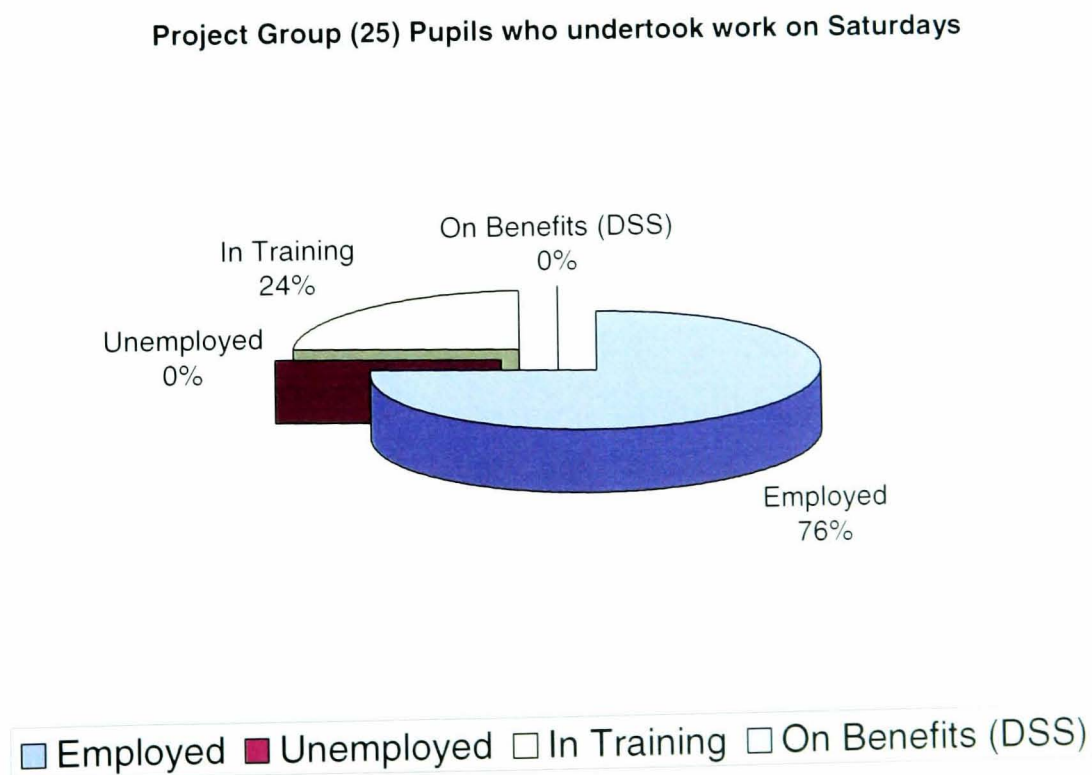
Figure 2.4 shows that 25 students (disaffected) left school without taking work on Saturdays, only 8% were employed in Bangladeshi restaurants, 92% were unemployed, and none were in training.

Figure 2.4: Destinations of 25 pupils who did not undertake work on Saturdays.

Control Group (25) pupils who did not undertake work on Saturdays

In Training
0%

Employed
8%

Unemployed
92%

☐ Employed ■ Unemployed ☐ In Training
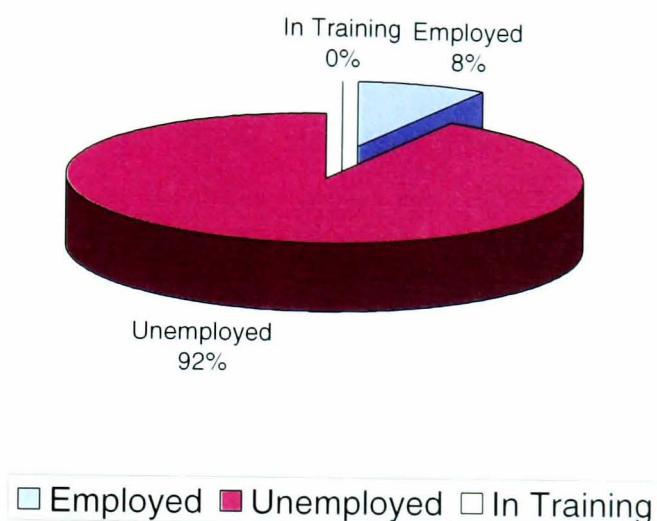
It is clear from the above two analyses that of the disaffected pupils who undertook work on Saturdays, almost all of them had been able to cope with some post - 16 transitional options including employment and training.

On the other hand, those who did not take work on Saturdays had been unable to cope with any of the post 16 options and hence were unemployed and eventually claimed benefits.

2.9 Research outcomes

WRL is not a panacea and it is not only for disaffected pupils, but it can be particularly helpful for them to motivate, raise attainment and re-engage in education (QCA, 1999b). By reviewing the Project Reports of the initiatives commissioned by DfEE (New Start Project, Demonstration Project and 'Alternative Curriculum' by NFER) it has become evident that the WRL programme has been very effective for the pupils with various factors of disaffection. It is not the case that 100% of the pupils in the projects have benefited. There were failures as well due to personal problems encountered by some students and lack of teachers motivation, but a great

majority of pupils came 'back on the track', saw the positive side of life, and understood how education, training or employment could improve their life chances (DPK4, RR218, New Start Initiative and NFER 2000).

2.9.1 Students Development

By reviewing the empirical research reports of various DfEE initiatives (NFER, ibid, DPK4 and RR218), it is suggested that disaffected students have improved a wide range of skills and have increased self-esteem, self-confidence, responsibility, maturity and motivation; interaction with others and ability to mix with different people, independent travel, sense of achievement, happiness, punctuality, handling money; ability to meet deadlines, completion of own work, understanding the relevance of academic subjects, completion of courses and entering into more GCSEs; practical skills in a range of academic and vocational fields; progression routes including raising awareness of post-16 options, choosing college courses, training courses; employability including values and attitudes necessary for work, literacy and numeracy skills, improving own performance, working with others and IT (The New Start Initiative: Final Report, op. cit; Demonstration Projects, op. cit; EAZ, op. cit; AR Project, op. cit and NFER, op. cit). However there were failures as well (see Section 2.9.6).

2.9.2 Teachers' Development

The teachers who were involved in designing the course, accessing and monitoring the work of the Project groups across all 35 Demonstration Projects, New Start initiative AR Project and the project of NFER, had developed substantial skills and various experience. This includes teachers' positive attitudes and increased motivation to work with pupils concerned, to set up teacher-pupil interactions, recognition of pupils' achievements and their own development in offering a new curriculum.

2.9.3 Schools' Development

The schools gained substantial improvements in their public accountability measures including higher rates of attendance of the students, reduced rate of exclusions, offering relatively more qualifications and evidence of successful transitions into employment, training and education; in school ethos such as interaction between

pupils, teachers, reduced behavioural referrals, teachers motivation and positive attitudes towards pupils concerned and awareness of pupils' aspirations. The schools' improvements also included the breadth of curriculum, support including careers guidance; staff development in relations to interacting with teenagers and minimising conflicts and also setting up working relation with other organisations (The New Start Initiative: Final Report, op. cit; Demonstration Projects, op. cit; EAZ, op. cit; AP Project, op. cit and NFER, op. cit).

2.9.4 Parental Improvement

Improvements for parents included better relations with schools, colleges, training providers, community centres, and their son/daughter. Tensions were minimised and there were feelings of pride at the children's success.

2.9.5 Development of the Providers

The providers established relations with the locality and raised their awareness of needs and how to address these needs. They have been able to produce a great number of pupils suitable to cope with post-16 options and the increased number of staying-on rates in education, training and employment. A great degree of staff development was recorded in relation to their increased motivation from students' success and their (staff) interest to work in a variety of routine settings. The staffs also have improved relations with schools and other organisations.

In the local community there was evidence of some reduced involvement with crime and drugs and less exclusion from school. Community-based learning and good relations with schools and organisations were established.

2.9.6 Failures

NFER (op. cit) reported that the factors which caused problems for the project include error in students' selection process, students missing lessons, lack of support from some teachers, change of programmes between first year and second year, improper placement and lack of appropriate support from some employers. Evaluation Report of Demonstration Projects (op. cit) and AR Projects revealed that many school's inability to work as planned caused difficulties which affected achievements of pupils particularly in relation to improvement in GCSEs.

2.10 Conclusion

It has been established in Chapter One that Bangladeshi pupils are disaffected at Key Stage 4. This Chapter reveals that most Bangladeshi pupils, have one or more problems of disaffection (see Section 2.4) and they tend to lack various components of key skills and also social and life skills. Consequently they lose interest in education and become demotivated which eventually leads them to be disengaged from education, training and employment. One of the main aims of school in relation to its pupils' achievement is to support them to utilise their fullest potential and prepare them for adult and working life. But schools' support through class-based learning is inappropriate to develop their skills or prepare many Bangladeshi pupils for adult and working life (NFER, op. cit). Adult or working life requires important generic skills including literacy, numeracy, IT, working with others, problem solving and improving own learning and performance. It also requires social and life skills.

By reviewing DfES projects (see Section 2.7) on blended learning through work-related learning in an out-of-school context involving disaffected pupils, it is demonstrated that disaffected pupils are able to develop their various components of key skills, and motivated for education, training and employment which they failed to develop within classroom learning. In addition to key skills, pupils also developed social and life skills.

It is also revealed that the non-academic Bangladeshi pupils possess practical skill, and achieve better in subjects with more practical components. Although they cannot progress through the academic context of the curriculum, they perform relatively better through practical approaches e.g. work placement. The pilot research revealed that Bangladeshi pupils are able to develop important key skills by going through a project to work on Saturdays unpaid, at least, initially. The Saturday work project was neither run under a course planned by teachers nor monitored by them. Despite such qualified supports, disaffected pupils showed very good signs of progress (see Section 2.8). One could argue that if Bangladeshi disaffected pupils were allowed to follow a mixed learning programme through WRL with qualified support, they could do relatively better than they did through 'working on the Saturday Project'.

QCA (2003) highlights the fact that schools have found WRL programmes predominantly helpful for those with a strong vocational ambition who could take the opportunity to gain skills and experience at Key Stage 4 not offered in school, particularly those who are at risk of underachievement.

The researcher argues that one could judge the effectiveness (see also page 87) of WRL by looking at the outcomes which are reported in the Evaluation Reports of the DfES projects and the pilot research involving disaffected Bangladeshi pupils at Key Stage 4. WRL may also affects performance in GCSEs and NVQs and thus affect educational programme.

It is established in the literature review that the skills which many Bangladeshi pupils fail to achieve through classroom-based learning can be developed through an extended WRL programme. WRL could be a way forward to reduce the number of disaffected Bangladeshis. However, WRL is not a panacea and not all pupils can necessarily improve through this option. This statement is supported by the DfES Evaluation Report as mentioned in the section 'Failure' (see Section 2.9.6). In the absence of appropriate literature (see Section 2.1) studying attitudes of Bangladeshi pupils towards development of key skills to support their adult life, it would be important to study the attitudes of the research sample towards work-related learning and its effectiveness for Bangladeshi disaffected pupils at Key Stage 4.

The attitudes of the sample would be studied in the light of a common definition (see Section 2.2.3) that one person's feelings about another person, object, event, institution or situation and how favourably, or unfavourably, they evaluated it. This definition will be used in this research to evaluate the positive or negative attitude of the research sample towards WRL. A questionnaire, developed with items involving key skills, life and social skills, will be used to measure the attitudes of the sample towards WRL.

3 Chapter Three: Research Methodology

3.1 Introduction

This Chapter deals with aims and objectives of the research and research design. It also includes the questionnaire construction and formatting with information on the population and sample and factor analysis used.

It has been contended that the Bangladeshi community regards education as a backbone of the nation, which contributes to the socio-economic development in a country. However the Bangladeshi community is male dominated. The senior male is the head of the family in relation to decision-making, planning, and any other family affairs. However for practical matters e.g. educations of children, mothers take more care than fathers. Mothers take them to and from school and they participate in decision-making with fathers in relation to choosing a suitable school, sixth form, college, training course and venues and employment. Children are mostly influenced by both parents though sometimes the children have conflicting ideas. Hence it is considered to be important to establish any gender differences among Bangladeshi participants.

It is also important to find out if there are any relations between length of schooling by pupils and that of arrival of their parents and significant members in Britain. This is because the participants came to this country at different times, so they could have different experiences and values about the new provision of WRL in Britain. It is also equally important to find out any relation between the qualifications levels of parents and their attitudes towards WRL because 87 % (see Table. 4.4 in Chapter Four) of the parents of this study do not have any formal qualifications whilst only 13 % have qualifications including degree. Therefore the attitudes of these parents could vary.

3.2 Aims

The research had two main aims:

1. To conduct an investigation into the attitudes of Bangladeshi disaffected pupils in Yrs 10 and 11 in Camden Schools, their teachers, parents, careers officers, and the significant members towards WRL.

2. To conduct an extensive investigation into the effectiveness of WRL for Bangladeshi disaffected pupils in Key Stage 4, which is currently being adopted nationally.

By effectiveness is meant the *perceptions of* interviewees on how WRL promotes their learning and skills acquisition. The research design thus allows a qualitative assessment of the effectiveness of WRL in the light of judgements of the pupils, teachers and others interviewed.

Aim one was fulfilled by quantitative research via developing a questionnaire and aim two via qualitative interviews with selected members of the sample. The qualitative research also explored differences in attitudes amongst the participants.

The research had also two secondary aims, which are as follows:

1. To find out any differences in attitudes towards WRL between
   defined sub-groups e.g. males/females and parents/teachers.

2. To evaluate the relation between attitudes towards WRL and the:
   (a) length of schooling by pupils in Britain
   (b) length of stay by parents and significant members in Britain
   (c) levels of qualifications by parents.

In order to achieve the above mentioned aims the following research questions were designed to answer:

1. What are the attitudes of Bangladeshi disaffected pupils in Yrs. 10 and 11, their teachers, parents, careers officers and significant members towards WRL?

2. Is WRL sufficiently effective to be adopted at Key Stage 4?

3. Are there any differences in attitudes towards WRL between:

   (a) Individual sub-groups?

   (b) Bangladeshi and non-Bangladeshi participants encountered in the research?

   (c) Bangladeshi male and female participants?

4. Is there any relation between attitudes towards WRL and the length in Britain of:

   (a) Schooling by the pupils?

   and

   (b) Staying by parents and significant members?

5. Is there any relation between parents' educational levels and attitudes towards WRL?

3.2.1 Hypothesis

(1)   The hypothesis of the research was that the Bangladeshi community had positive attitudes towards WRL, which was to be investigated via quantitative research.

(2)   The qualitative research sought to evolve a theory on the effectiveness of WRL by a case study approach involving in-depth interviews with semi-structured questionnaire.

3.3 Research Design

It is discussed in section 3.1 that both quantitative and qualitative methodologies were employed to fulfil the aims of the research. This section contains rationales for using a mixed methodology research approach, research techniques and data analysis.

3.3.1 Triangulation

Triangulation is defined as a process for using quantitative research to back up qualitative findings (Hammersley, 1996). Triangulation uses more than one method, approach or source of data in a study so that the findings can be crosschecked. The

researcher approaches the same problems in different ways or from different angles (Bryman, 2001; Neuman, 2003 and Holloway, 1993).

Cohen and Manion (1994) defined triangulation as the use of two or more data collection tools in the research of one aspect of phenomenon; they state that:

> "...triangulation techniques in the social sciences attempt to map out. or explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint and in doing so, by making use of both qualitative and quantitative data" (p233)

According to Cohen and Manion (op. cit, p236) six types of triangulations are in use in research. The researcher would concentrate on one type of triangulation 'The methodological triangulation'. This method uses (a) the same method on different occasion or (b) different method on the same object of study. Researchers use different methods for data collection from the same source. or employ the same method of data collection from different sources.

The present research has used triangulation at various stages. The diagram 3.1 shows that the research used mixed methodologies of quantitative and qualitative paradigms, different methods on the same subject to look at the problem from two points of view. The research also used triangulation in the research approach. For quantitative research the approach was by survey and the qualitative was a case

Figure 3.1 Triangulation process in the research
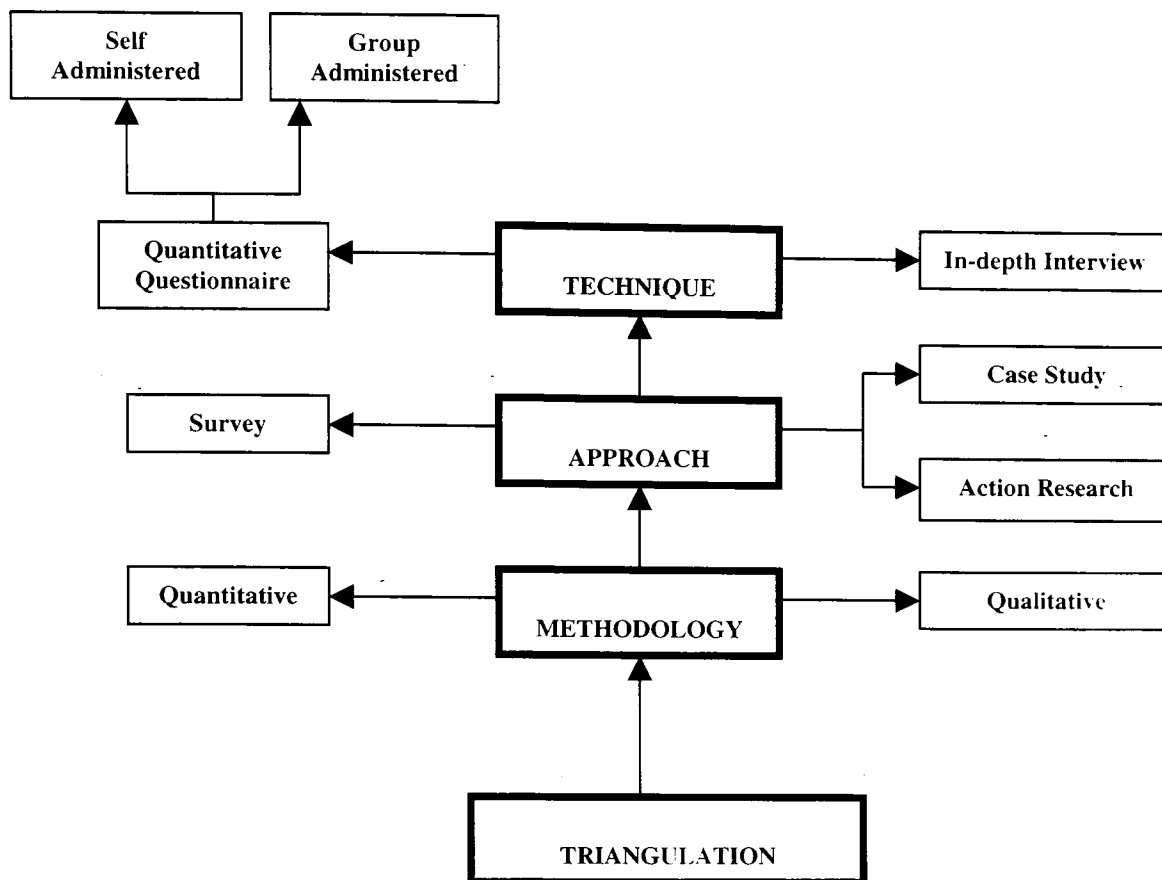
study and action research (see 3.3.3) which are different methods on the same object. The research next used triangulation in the collection of data. The quantitative data collection by survey questionnaire was collected in two ways, by self and group administered questionnaires. For qualitative data collection only in-depth interviews were used.

3.3.2 Rationale for mixed methodology

Mixed methodology was used in order to gain access to two key research questions that needed to satisfy the main aims of the research. Bogdan and Taylor (1984) and Wellington (1996) highlight that in any research there may be more than one approach and more than one technique used e.g. quantitative and qualitative. case study and survey data. Cohen and Manion, (1994) say that two or more methods of data collection can be used for triangulation and Bell (op. cit.) says that triangulation improves reliability and validity of data which can lead to a fuller and balanced study.

The researcher gathered information on both qualitative and quantitative methodologies. According to Levin (1994, in Neuman 2000, 2003) quantitative

social science is the real basis of social science whilst Denzin and Lincoln (1994, in Neuman 2000, 2003) claim that qualitative style has come to be used widely and quantitative style has become less popular. Smith and Heshusias (1986) claim that the methods associated with quantitative and qualitative aspects can be compatible and are not necessarily based on divergent paradigms. A methodological justification for using quantitative and qualitative styles together is provided by many authors including Bryman (1988 and 2001), Brannen (1992), Cresswell (1994), Punch (1998), Tashakkori and Teddlie (1998), Neuman (op. cit) and Gorard (Educational Review, 2002, Vol 54, No 3, pp 231-237).

Brannen (op. cit), Cresswell (op. cit), Neuman (op. cit) and Punch (op. cit) highlight a methodological combination that can capitalise on the strengths of one and compensate for the weaknesses of other. Neuman (op. cit) further states that the best research combines both styles. Brannen (op. cit) highlights that combined methodology increases the quality of the research. Tashakkori (op. cit) states that:

> "Many of these misunderstandings (or sometimes correctly diagnosed problems) are alleviated through the use of mixed research methods and a rigorous evaluation of the internal validity and trustworthiness of the findings obtained through such methods. Triangulation techniques involving the reconciliation of QUAL and QUANT data sources provide the lynchpin for improving the quality of inferences."(p169)

Bryman (2001) suggests that quantitative research can facilitate qualitative research by creating a platform for selecting a sample to be interviewed, particularly from those who would have high and low scores for any event in the quantitative aspects.

It is seen that both aspects have advantages and disadvantages: and the weakness of one can be compensated by the strength of the other. The quantitative data, on relationships between variables, is easier to collect by using questionnaire from a large size of population in a short time, and also easier to analyse and interpret data, but cannot explore the reasons of the relationship and answer 'how' and 'why' questions. On the other hand, qualitative research is time consuming and harder to analyse data, but it can provide in-depth information about the relation between variables through extensive investigation and exploration by reaching beneath the surface, understanding from the participants' points of views, explaining 'how' and 'why' questions, uncovering patterns, associations and underlying factors and

causes. The qualitative research can also generate ideas, theories, strategies and aid statistical enquires by explaining relationships between variables. For the present research, the quantitative aspect can measure the attitudes of the participants and find relationships with variables, but cannot elucidate the cause of the relationships. However a qualitative aspect can compensate this by providing in-depth information about the relation between variables through extensive investigation and exploration by reaching beneath the surface, understanding any from the participants' points of views. Therefore, the researcher used a mixed methodology in order to answer some key questions.

3.3.3 Research approach

A research project might have one or more questions to answer, hypotheses to test, and problems to solve. In its early stages, a research project seeks to answer a question or questions, explore ideas, test hypotheses and solve problems (Wellington, op. cit). Both a research approach and a technique to collect data rest on the type of these questions to answer and type of information required (Bell, 1999). Educational research can be conducted from different perspectives and contrasting approaches. Bogdan and Taylor (1975) suggest two main theories on which the selection of research approaches is based: one is positivism and the other one is phenomenological. Positivists deal with the facts or causes of social issues without including the perceptions of individuals, whilst phenomenological theory seeks to understand the social phenomena from the peoples' perspective. The positivists use techniques including questionnaire to collect data leading to statistical analysis whereas the phenomenologist tend to use in-depth interviews and observation to produce qualitative information with a view to gain insight into social issues. (Bogdan and Taylor, ibid).

Survey:

The survey approach is usually linked with the idea of asking groups of people soundly based questions to collect information in a short time. The survey can answer 'what' questions by administering a pre-structured questionnaire. In the present research the survey approach was used to measure the attitudes of a research sample towards WRL (Blaxter, op. cit, Bell, op. cit, Cohen and Manion, op. cit and Oppenheim, op. cit).

Action research:

Action research is action oriented. A social or political change is brought about in the research process (Neuman, op. cit; Bryman, op. cit and Holloway, op. cit). Action research was not the intentional research approach in this research. A change was evolved between the two first and second contacts with the research participants. The first contact was in connection to measure the attitudes of the participants towards WRL with quantitative questionnaires. At that point, as the WRL programme was relatively new and not well distributed, the participants had only a limited amount of information on the programme on which to base their attitudes. However, during the second contact in relation with qualitative in-depth interviews with a sample from those participants, they were found to have developed information on WRL sourced from various links including community friends, newspapers, and the media and, to some extent, DfES materials. The participants who had either partly positive or negative, or wholly negative attitudes, towards WRL had changed to positive attitudes (see Section 5.3 in Chapter Five) on having informed the pragmatic benefits of WRL. This action has facilitated the research tremendously to find out clearly the reasons of the effectiveness of WRL from the participants' points of views. However action research was not intentional or main research approach.

Case study:

Wellington (op. cit.) illustrates that there are approaches from opposite directions including positive and interpretive, experimental and naturalistic, case study and survey and quantitative and qualitative. He suggests that, in an interpretive research, the researcher aims to explore perception to gain insight into a situation and the information will be qualitative based on field notes, observation or interviews.

Robson (1993) describes the case study approach as:

> '...a strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its real life context using multiple sources of evidence (1993, p5).

He goes on to say that the central idea is that the case is studied by its own right and not as a sample from a population. Yin (1994) is concerned with the definition and says that a case study is an empirical enquiry examining a phenomenon within a real

life context particularly when the limits of the phenomenon and the context are not clearly known. A case study approach in qualitative research facilitates the enquiry to gain in-depth understanding from people's perspectives. The participants can be encouraged to put light on the subject by reflecting on their own experiences. Hammersley (1990) describes that case study approach entails individuals giving a picture of their life experiences in relation to the subject in their words and chosen language.

According to Yin (op. cit) a case study approach privileges the researcher to find out similarities amongst the participants, which could be limited with the variables, identified in the survey questionnaire. Bryman (2001) says that there are concerns of generalizability or external validity of case studies. An example of generalizability is given by Cohen and Manion (op. cit):

> "Unlike the experimenter who manipulates variables to determine their casual significance or the surveyor who asks standardized questions of large, representative sample of individuals, the case study researcher typically observes the characteristics of an individual unit – a child, a clique, a class, a school or a community" (p. 106)

Bassey (1981, in Bell, op. cit.) says, in contrast, that the case study researchers seek to justify the merits of case study by its relatibility with other similar cases. Bryman (op. cit.) argues that case study researchers aim to generate an extensive examination of a simple case and involve in theoretical analysis. They are mainly engaged in making a 'quality of theoretical reasoning', Bryman goes on to say that the main question is not whether the findings can be generalized or not; rather how well they fit into the theory.

This research is consistent with Bassey (op. cit). This present research holds a strong relativity with DfES projects (see Section 2.7 in Chapter 2) on WRL involving multicultural disaffected pupils having the similar reasons of disaffection as had the Bangladeshi disaffected pupils. Bangladeshi pupils having been disaffected become demotivated and disengaged from education. The pilot research (see Section 2.8 in Chapter 2) showed that disaffected pupils can improve their potential skills substantially through practical fields. Similar development took place for disaffected pupils being involved in a number of DfES projects across the entire country. The researcher thus argues that this research may be relatively applicable with multicultural disaffected pupils anywhere in Britain.

In the light of the above review, a case study approach has been found to be most suitable for this research. This research has used the case of the Bangladeshi community in Camden to explore the benefits of work-related learning for Bangladeshi pupils at key stage 4.

3.3.4 Data collection: Techniques

3.3.4.1: Data collection: Quantitative research

A quantitative survey questionnaire was used to collect data on the attitudes of the samples. A literature review on the research instruments revealed that there were many data collection tools, which could be employed to gather information on attitudes. Oppenheim (1996) highlights that sound research data could be collected in various ways including interviews, questionnaires and documents. However there are basically two tools (questionnaire and interviews), which are mostly used to gather information. Robinson (1980) states that people should administer questionnaires at the start of the study to assess the student's requirements. Cohen and Manion (1994) agree that questionnaires and interviews are the most common techniques for data collection. Blaxter et al. (1996) identify that questionnaire, interviews, documents and observations are the basic tools of social research. The questionnaire format has been defined explicitly by Evans (1978). He defines a questionnaire as:

> "A series of questions dealing with some psychological, social and educational, et., topic or topics, sent or given to a group of individuals, with the object of obtaining data with regard to some problems, sometimes, some employed for diagnostic purposes, or for assessing personality traits" (p 56).

This definition gives a clear idea of a questionnaire, and it is also clearly understood that the data collection technique of questionnaire requires a considerable amount of time, perhaps several weeks, in planning and design.

Questionnaires were appropriate to collect data from the participants for the following reasons:

- The data collection by questionnaire is a quick method. It takes a little time to send out and bulk returns can be received in a short time. (Moser and Kalton, 1971, and Cohen and Manion, op. cit).

- Questionnaires could be administered to a large number of participants simultaneously.

- The participants preferred answering a questionnaire rather than sitting in an interview.

- The pupils could answer the questionnaire in their classroom in the presence of their teacher including Bengali speakers who could explain the questions in Bengali to those pupils whose literary levels are low, and thus the teacher could ensure completion of the questionnaire and obtain a higher rate of return.

As there are several types of questionnaires for data collection. it was necessary to work out on which type of questionnaire should be used. Blaxter et al (op. cit) and Cohen and Manion (op. cit) suggest that there are three types of questionnaire:

a. Postal questionnaire
b. Self-administered questionnaire
c. Group-administered questionnaire

In this research self and group administered questionnaire were used. Postal questionnaires are avoided because it is thought that the postal system might delay, damage, or even misdirect the questionnaire and also for the reason that the response rate is usually very poor (Nachmias and Nachmias, 1996).

3.3.4.2 Data collection by case study interviews – Qualitative Research

Cosely and Lury (1987, as in Buxter et.al, 1996) claim that case study data can be collected by observation, in-depth interviews or documents. Wellington (op. cit) is consistent with them. He states that the interactions between two individuals can produce accurate and honest responses. The interviewer can explain and clarify the reasons of the research and individual questions. Interviews can provide in-depth information about the relation between variables through extensive investigation and exploration by reaching beneath the surface, understanding from the participants' points of views, explaining how and why questions. uncovering patterns. associations and underlying factors and causes. The qualitative research also can generate ideas, theories, strategies and aid statistical enquires by explaining relationship between variables.

Many authors defined interviews as a common type of technique to collect data. It is a unique method that involves the collection of data through direct verbal interaction between individuals (Patton, 1987; Merriam, 1988; Bryman, 2001 and Neuman 2000 and 2003). Despite the advantages of interviews for data collection there are drawbacks to them as a research technique. Care was taken that direct interactions did not create subjectivity and bias (see also section 3.7). The research subject could be so pleased to have been included in the research and results could be affected by this type of pleasure rather than what really could occur (Brown, 1988). The point also was noted that the nature of human beings is to answer positively to an interviewer they like. The 'subject expectancy' and 'researcher expectancy' was dealt with carefully. Subject expectancy was defined as the desire of the subject to help the researcher to meet his or her objective; and the researchers' expectancy was that the researcher has expectations which may change the results of the research (Borg, 1987).

Many participants who answered the questionnaire indicated their strong attitudes for WRL whilst some others were against the provision. Why was that? Were there any relations and differences between independent variables including age, occupation, gender, length of stay in Britain and year group of the participants and the dependent variable 'WRL'? To answer these questions interviews were adopted to follow-up their ideas, probe responses and investigate their attitudes in-depth by using a semi-structured interview technique (Bell, 1999; Drever, 1995 and Blaxter et. al, op. cit).

Drever (op. cit) defines a semi-structured interview as:

> "... semi-structured means that the interviewer sets up a general structure by deciding in advance what ground is to be covered and what the main questions are to be asked. This leaves the detailed structure to be worked out during the interview"
> (p.1)

Drever (op. cit) states that various information can be obtained by semi-structured interviews including people's circumstances, preferences and opinions, experiences, motivations and reasoning.

3.3.5 Data Analysis

Quantitative research is conducted to measure the attitudes of the participants towards work-related learning. Quantitative data, collected through a questionnaire with 62 items (see Section 3.4.1) was analysed using SPSS (Statistical Package for Social Science). Factor analysis was used to in order to establish relation between questionnaire items. Mean attitudes of all sub-groups were taken in order to test the differences in attitudes and relation between variables. Analysis of Variance (ANOVA) and post-hoc comparison were employed to compare means among all sub groups.

The qualitative research aimed to explore the benefits of work-related learning among Bangladeshi community in Camden. The questionnaire was prepared using 13 categories to measure the attitudes of the participants. These categories were also used in the semi-structured in-depth interviews to examine the reasons of their attitudes in the quantitative research. Qualitative data collection, transcriptions and analysis were conducted concurrently. Open coding (Holloway, op. cit) started through breaking down data into concepts and groups, which were then re-coded and related with each category. For example, the concepts of the development of 'oral' and 'written' skills through conversing with different peoples at work placement were related with the category of 'communication'; similarly, the concept of the development of 'word processing' and the 'internet' skills at a work placement were related with the category of IT skills. It is very interesting to note that these categories were same as those 13 categories which were used in the quantitative research, and which had emerged back in the qualitative research.

Axial coding (Holloway, op. cit) started with the emergence of themes by re-coding two or more categories together. Out of 13 categories, six categories were re-coded as 'key skills' and again as 'skills for working life'. The remaining seven categories are re-coded as 'learning opportunities'. Two new categories, education and practical skills, emerged from qualitative data and which were not identified in the quantitative research, were re-coded as a theme of 'culture and tradition'. This is how the data was analysed.

3.4 The quantitative research

3.4.1 Key factors (categories) in the questionnaire

The questions were constructed focusing on 13 categories as below, based on various components of key skills, culture and careers related categories. Key skills are seen as being very important for the pupils to develop during Key Stage 4 and necessary for transition from school to FE College, training (NVQs) or employment. It is argued that key skills are essential because young people require them in order to be effective members of a flexible, adaptable and competitive workforce and they have the following components, the possession of which are identified as integral to improvements in the economy and labour market performance (DfEE 1999b and 1996a; Ofsted 2001g; NFER, 2000; Unwin and Wellington, 2001; Wellington, 1993; Rainbird, 1999; QCA, 1999a, 1999b, 1999c; Ainely et.al. 1999 and Dearing, 1996). The category of 'culture' was important because WRL provision out of school context is new in an education context. It was necessary, therefore, to focus from different angles of cultural context. The questions on careers aspirations and careers options at 16, vocational training and GCSE were equally important as the development these variables were directly linked with WRL and transition from school to post-16 options (see Section 6.2.3 in Chapter 6). Disaffected pupils of the research sample (see Section 3.4.5) were at risk at GCSEs, and lacked these crucial skills. As discussed in Chapter 2, the 'Literature Review', disaffected students could develop these skills by going through the provisions of WRL programme.

1. The application of number
2. Communication – oral and written
3. IT (IT)
4. Working with others (WW0)
5. Improving own learning and performance (IOLP)
6. Problem solving
7. Personal & Social Skills
8. Culture
9. Vocational training (NVQ)
10. GCSE
11. Careers progression route (Options at 16)

12. Careers idea

13. Employability

These skills are known as generic, personal and transferable skills and are required to a greater or lesser extent for education, employment and training.

What are the attitudes of the sample in this research towards WRL? How will parents feel to send their children to programmes, which are out-of school context? In order to estimate this, questions were constructed by focusing on these categories.

3.4.2 Questionnaire construction

Evans (1978), Youngman (1978) and Cohen and Manion (op. cit) state that the construction of a questionnaire is the preliminary work in a survey approach and the wording of a questionnaire is one of the most important factors in the construction stage. Planning and design were required to ensure a well-prepared questionnaire. Its function was measurement and the questionnaire should clearly indicate the main variables to be measured.

Double questions, leading questions, presumptive questions, offensive questions and hypothetical questions were avoided as far as possible. Bias, which may take place if leading questions are included, was minimised by paying attention to the wording of the questionnaire (Oppenheim 1996, Bell 1999). Bell (ibid) and Cohen and Manion (op.cit) explain that the questions, which are worded in such a way that the participants have only one acceptable answer, are leading questions. Care was taken so that the questionnaires did not contain open-ended questions which could dishearten the participants by being too demanding of time (Cohen and Marion). Open-ended questions were not suitable for some of the parents of this research because of their limited literacy (researcher's personal experience). Points discussed above had been considered carefully when designing the questionnaire so that the participants would find it easy to answer. Care was also taken to avoid the use of abbreviations.

3.4.2.1 Step one: Review relevant research reports

In constructing the questions, the researcher's experience was combined with literature and DfEE funded projects (de Vaus, 1998 and 1994; NFER, 2000; Neuman, 2000; Bell, 1999; Rainbird. 1999; and QCA. 1998c, 1999a, 1999b, 1999d and 1999e; Ainely et.al. 1999; Blaxter et. al 1998; Nachmias and Nachmias 1997; and Dearing, 1996; Focus Central London TEC 1995; Cohen and Manion 1994 and Oppenheim 1992).

The authors (for example Ainely, op. cit and NFER, op. cit) focussed on the importance of various components of Key Skills which the disaffected people lack and which are important to use at their transition from school to post 16 options including further education, training and employment. Questionnaires used by Papatheodorou (1995) in his PhD thesis were also consulted.

3.4.2.2 Step two: Q sorting

Initially 77 questions are constructed from 13 categories comprising 6 key skills; one cultural, one personal and social life and five careers-related. In accordance with the Q sorting method the researcher printed each question on a separate index card. and a list of categories based on which the questions were constructed. These were distributed amongst a number of judges including colleagues. friends and teachers who were not in the research sample. The judges were requested to decide which question belonged to which factor and rank them in a category scaled from strongly related to poorly related. For example the question such as "WRL can improve communication skills" was well related with the factor labelled as "communication". and "WRL can help them to be more social" may be poorly related. With the help of this method (Q Sorting) the number of questions in the questionnaire can be reduced to those, which are judged to be strongly related to the category.

Questions were ranked from 1 to 10. with 1 strongly and 10 least related to a category. The researchers then selected those questions, which were ranked from 1 to 5 by most of the judges and discarded those, which were ranked from 6 to 10. As a result of Q Sorting, most of the judges ranked 62 question items from 1 to 5. which formed the questionnaire of this research, and the remaining questions were excluded. Kline (1993) agreed that in factor analytic research the relevance to factor

was very important irrespective of what levels of rotation and sample structure were reached, otherwise no factors would emerge. For example, for measuring skills in IT the questions must directly and strongly relate to factor 'IT'. Therefore care was taken that only essential questions were included for measuring the factors in this research.

3.4.2.3 Step three: Amendment by the supervisors

The supervisors of the research were consulted and they contributed by amending some leading, ambiguous and unclear questions.

3.4.2.4 Step four: Appropriateness for disaffected pupils

Finally the 62-item questionnaire was given to four senior teachers (not from the research sample) of school A and B (see population: section 3.5.4) of the research to pass their comments on the appropriateness of the questionnaire for the disaffected pupils of years 10 and 11. The comments from the teachers contributed tremendously towards making the questions suitable for the Bangladeshi disaffected pupils.

3.4.2.5 Step five: Bengali translation

The questionnaire (see Appendix Two) and the covering letter (see Appendix Three) were required to be translated into Bengali (see Appendix Four) to enable those participants whose levels of English were poor to take part. The researcher, who was also qualified in Bengali, had translated (back to back) the covering letter and the questionnaire into Bengali. These were then passed to the head of the Bengali department in school A for comments on translation as it was very important that the real meaning was not changed in the translation process.

3.4.2.6 Step six: Pilot Study

Authors (Bell, ibid; Cohen and Manion, ibid. and Nachmias and Nachmias ibid.) suggest that some problems exist in the questions design which cannot be discovered until participants have answered them, the reason being that the researcher may not be able to detect problems in advance even though they may be easily discovered by the participants. A pilot study was thus conducted to test the validity of the questionnaire and to find out the degree to which the selected measurement tool

measured what it needed to measure. This test is important to develop a measurement tool. (Borg op. cit)

The questionnaire was tested with a sample of 12 pupils (6 males and 6 females) from research schools (see Section 3.4.4). 14 parents (7 males and 7 females). 10 teachers (5 males and 5 females). 4 significant members (2 males and 2 females) and 2 careers officers (1 male and 1 female). Questionnaires were given directly to the participants and they were requested to answer all the questions and write down any suggestions about the clarity and the development of the questionnaire. The parents and students were given two sets of the questionnaire, one in English and one in Bengali and were requested to complete whichever was appropriate to them. 100% of the questionnaires were returned. Further amendments were undertaken before the questionnaire was ready for the final run.

3.4.3 The Questionnaire formatting

The questionnaire had 6 pages. A covering letter was attached explaining the aim of the research, defining WRL, key skills and NVQs, and assuring participants of their anonymity and confidentiality regarding their answers. The letter also contained the name and address of the researcher, the address of the University of Middlesex where the researcher is studying, and the name and address of his employer. The questionnaire and the covering letter translated back to back (English to Bengali to English (See Appendix Four) was provided by the researcher.

The questionnaire consisted of two parts. Part 1 was used to obtain information of participants' demographic profiles to enable the investigation of possible relationships between differences in attitude and the following variables: age, gender, education, length of stay in Britain, level of English speaking ability and type of accommodation. Part 2 contained 62 statements and was used to obtain information on the attitudes of the participants towards WRL. The top part of the first page contained assurance of anonymity and confidentiality of participants' details, an instruction of ticking one box to the right hand side of each items appropriate to them and a brief detail of WRL as below. This information (below) was repeated on the top of each page.

"A WRL programme involving a placement every week up to one day in work, work-based training or college for Bangladeshi pupils with low educational attainment from years 10 and 11".

This ensured that the participants could easily remember the definition of WRL about which they were going to indicate their attitudes.

The items focused on 13 categories, which were mixed together to avoid order effect. Neuman (2000) says:

> "...that the order in which questions is presented may influence participants' answers. These order effects are strongest for participants who lack strong opinion or who are less well educated" (p265)

Care was also taken to balance the questionnaire with positive and negative items. It was presented in such a way that each positive item was followed by a negative one.

3.4.4 Population

According to Gay (1981) a population refers to the group or groups of people to which the researchers want to generalise the results of the research. Nachmias and Nachmias (1996) argue that a population could be all the residents of a specific place and the nature of the population depends upon the research problem. Similarly, the target population of this research is divided into six sub-groups comprising of disaffected Bangladeshi pupils from years 10 and 11 from two Camden Secondary Schools (3.4.4), their teachers, parents, careers officers and significant members.

3.4.4.1 Sub-group: Pupils from years 10 and 11

Bangladeshi pupils attend seven secondary schools in Camden, but two of these schools are densely populated by Bangladeshi children. There are several reasons for this. In school A (say) 65% of the pupils are Bangladeshi. There are at least three key factors for which the percentage of Bangladeshi pupils is so high.

1. The school A is located at the Southern part of Camden. The Council residences surrounding the school and up to about 1 mile radius are mostly occupied by the Bangladeshi tenants. There is no other secondary school within this range where the majority of the Camden Bangladeshi population live. Many Bangladeshi parents value being able to send their children to be educated in a local school

and the children not having to travel. Conversely, this willingness to use local schools helps Camden Education Department to maintain their policy to admit the pupils from the catchment area.

2. The school maintains a flexible admissions policy for disaffected pupils.

3. The school is the only Camden school to offer 'Bengali' as a foreign language and curriculum subject. The school has a pool of Bengali speaking teachers to run the Bengali Department and also to help the students in the classrooms and liaise with the parents as well as the Bangladeshi community Centres in Camden. The Bangladeshi parents feel encouraged to send their children to this school with an aim to educate them in their mother tongue 'Bengali' alongside the NC.

Other reasons could include easy access by public transport and a wide range of post-16 courses appropriate for the disaffected pupils in the 6th form. It is also appropriate to mention here that the researcher has been allocated by his employer to deliver career guidance work in this school since 1992. His familiarity with teachers, pupils, parents and significant members was strengthened with most of the key participants of the research through this activity.

In school (B) 20% of the pupils were Bangladeshi. This school is located at the western side of Camden. After the residence in South Camden, this is the second largest residence of Bangladeshis in Camden. The school is in the catchment area and also has easy access by public transport. Like school A, school B operates a flexible admission policy for disaffected pupils and offers a wide range of post-16 courses. Bengali is on offer but not as a curriculum subject, and it is taught after the school's regular programmes.

There are very few Bengali residences around the other five schools. They operate relatively stricter admission policies, which have limited the number of Bangladeshi pupils attending these schools. Therefore, these schools were excluded from the research, and disaffected pupils of years 10 and 11 and their teachers from school A and B only are taken among research subjects.

Both schools supplied lists of teachers teaching in Key Stage 4 classes and the profiles of Bangladeshi pupils. These profiles included information on the abilities of

educational achievements by all Bangladeshi pupils in Key Stage 4 those who were judged by schools as being at risk at GCSE level and those who were able to achieve 5 + grades at A-C. Table 3.1 shows that, according the profile of Bangladeshi pupils in Yr.11 in the academic year 2000-2001, school A had a total 79 pupils, among which 24 (30.37 %) are likely to achieve 5 or more GCSEs at grades A-C and a majority of 55 (69.63 %) are at risk with GCSEs and are likely to achieve 0-4 GCSEs at grades A-C. Table 3.1 also shows that, according to the profile of Bangladeshi pupils in Yr.11 in the academic year 2000-2001. school B had a total 20 pupils among which 8 (40 %) are likely to achieve 5 or more GCSEs at grades A-C and a majority of 12 (60 %) are at risk with GCSEs and likely to achieve 0-4 GCSEs at grades A-C.

One might argue here that any pupils having 4 GCSEs at grade A* - C in subjects requiring certain level of literacy and numeracy. for example. English, Maths and History may not be known as disaffected. However. according to both of the schools in this research most Bangladeshi disaffected pupils achieve between 0 to 4 GCSEs at grades A* - C in subjects of a highly practical content (see green section in page 53). According Gillborn and Youdell (see Section 2.3.1 in p 44) these pupils are still to be considered disaffected

Table 3.1 Statistics of Yr. 10 and 11 pupils from school A and B in academic year 2000-2001

School	Year 11			Year 10		
	No. of pupils likely to achieve 5+ GCSE at grade A-C	No. of pupils at risk at IGCSEs (0-4 GCSEs)	Total no. of pupils	No. of pupils likely to achieve 5+ GCSE at grade A-C	No. of pupils at risk at GCSEs (0-4 GCSEs)	Total no. pupils
School A	24	55	79	18	51	69
School B	8	12	20	6	12	18
Total disaffected in Yr.11in both schools = 67			97	Total disaffected in both school Yr.10 = 63		87

Table 3.1 shows that, according to the profile of Bangladeshi pupils in Yr.10 in the academic year 2000-2001. school A had a total of 69 pupils. among which 18

(26.1 %) are likely to achieve 5 or more GCSEs at grades A-C and a majority of 51 (73.9 %) are at risk with GCSEs and likely to achieve 0-4 GCSEs at grades A-C. Table 3.1 also shows that, according the profile of Bangladeshi pupils in Yr.10 in the academic year 2000-2001, school B had total 18 pupils among which 6 (33.3 %) are likely to achieve 5 or more GCSEs at grades A-C and a majority of 12 (66.8 %) are at risk with GCSEs and likely to achieve 0-4 GCSEs at grades A-C.

The total disaffected pupils in Yr. 11 is (55 + 12) = 67 and Yr.10 is (51 + 12) = 63.

3.4.4.2 Sub-group: Teachers

The disaffected pupils along with abler students in both schools were being taught by a wide range of teaching staff. According to the school lists given to the researcher the number of teachers in school A was 46 and in B was 31. So the total number of teachers, male and female, within the research population was 77.

3.4.4.3 Sub-group: Careers Officers

There are 18 careers officers who had either worked in the research schools (as a careers officer) or had substantial experience of working with the Bangladeshi pupils including the disaffected.

3.4.4.4 Sub-group: Parents

The parents from the research sample were the parents of pupils from Yrs 10 and 11 of schools A and B. The details of parents of the research pupils were obtained from the database of Capital Careers. Many parents had children in both classes. The population of this sub-group is 91.

3.4.4.5 Sub-group: Significant members

This group was composed of professionals, doctors, accountants, teachers, nurses, youth workers, priests, engineers, community workers, social workers and local politicians from the Bangladeshi community. They had contributed to raising the educational attainments amongst disaffected pupils by being involved voluntarily and also as paid employees in various ways, including offering advice sessions on education, training, employment, social education and religious education. Some of them had been actively involved as members of Camden Steering Committee for raising achievement amongst Bangladeshi children. They are the role models within

the community. They are consulted (voluntarily) for guidance and advice by the vast majority of the community in their various needs including education, training, employment, welfare rights and health problems. The population of this group was 51.

3.4.4.6 Access into the population and ethical issues

The researcher had written to the head teachers of the schools, in order to have access in the schools (see Appendix Five), mentioning the aims and objectives of the research and seeking permission to include their Bangladeshi disaffected students at Key Stage 4 and their teachers in the research sample for both the quantitative questionnaire and also possible qualitative audio-taped interviews for about an hour. Both schools readily agreed because of their interests in a study with their disaffected pupils. However, before allowing access to pupils, the schools requested permission from the children's parents so that they could volunteer to take part in the research which would involve them completing a questionnaire followed by audio-taped interviews, which would subsequently provide the research profiles of the Bangladeshi pupils who were judged as being at risk at GCSE level.

The schools also provided the lists of the teachers teaching at Key Stage 4 and informed them about the research and its quantitative and qualitative aspects. The researcher was known to the teachers in school A which made easy access to staff. In the case of school B, the deputy head teacher who liaised with the researcher introduced him to the teachers in a staff meeting and requested their co-operation for the research in both quantitative and qualitative aspects.

Access to careers officers was through a presentation by the researcher in a staff meeting and followed by e-mail by his line manager to the staff requesting them to take part in the research.

Access to parents was made by writing to them after finding their details from the database of the researcher's employer (Capital Careers). Data Protection Act (Bell, 1999) was maintained. The consent from male and the female participants (from parents and significant members: see Appendix Six) was sought by the researcher by writing to them in both English and Bengali, requesting their voluntary involvement

in quantitative research and also a possible follow-up with audio-taped interviews (duration approximately - 1 hour). A reply slip, together with a paid self-addressed envelope, was attached to the letter to indicate their consent for the research. The parents were already aware of the research from the letters which the schools wrote previously in seeking permission to involve their children in the research. This contributed to receiving the reply slips back fairly quickly. In about one week all reply slips were returned. Only in a few cases the researcher was required to remind some parents to return the slips.

Access to the significant members was made by researcher's personal contact and also details received from the Bengali Workers Association in the Surma Centre in Camden. The Surma Centre is one of the largest voluntary organisations, which provides support to the Bangladeshi community in relation to their needs; including advice on DSS benefits, welfare rights, housing, health, careers guidance, youth work and immigration. The researcher has conducted career guidance work at the centre for two half days each week for the past ten years. The researcher followed a similar step in seeking their written permission for their voluntary involvement in quantitative research and also possible follow-up with audio-taped interview for about an hour.

3.4.5 The Sample

3.4.5.1 Sampling frame

The sample of the research is representative of educational community which was able to have a direct effect on the educational choices of the pupils and pupils themselves. Kline (1993) states that sample size affects reliability, the higher the sample the higher the reliability. According to Guildford (1956) a minimum of 200 subjects are required, but Kline and Barrett (1981) argue that 100 subjects are sufficient. Reliability is also dependent on the number of questionnaire items.The entire population of the research was 367 as shown in the following table 3.2.

Table 3.2 Sampling frame - quantitative research

Research Subjects	School A	School B	Total number
Disaffected pupils from Yr. 10	51	12	63
Disaffected pupils from Yr. 11	55	12	67
Teachers	46	31	77
Careers Officers			18
Parents			91
Significant members			51
Grand total sample			367

Similarly, there are different opinions on items to subject ratio. Kline (op. cit) highlights that there should be more subjects than variables. Guildford (1956), Barrett and Kline (1981) and Arrindel and Ende (1985) state that this ratio is not as important as the ratio of the size of the sample to factors. However, Kline (op. cit) claimed that for a stable factor the sample should be twenty times larger than the number of factors, and according to Rust and Golombok (1989), the number of participants should be three times larger than the number of items in a questionnaire. The total population of this research was 367 and was composed of 196 males and 171 females from 6 sub-groups (see 3.3).

3.4.6 Administration of questionnaire on WRL

The same questionnaire (62 items) was administered across the whole population to collect information. The administration of questionnaires started in early April 2001 and ended in July 2001. The researcher marked all the questionnaires to identify the participants which enabled him to chase up any non returner and also follow-up with semi-structured interviews at later a stage. The administration of the questionnaire was carried out in two ways: group administration and self administration. Group administration was carried out among pupils and self-administered questionnaires were distributed among the sub-groups of parents, teachers, careers officers and significant members.

Both the research schools (A and B) informed their teachers about this research at the staff meetings and requested their voluntary cooperation. The researcher enclosed a questionnaire and a covering letter in A4 size envelopes with the names of the teachers sampled in both schools. In school A, the researcher handed over the envelopes to the individual teachers all of whom were known to him and requested them to return the questionnaire in two weeks by placing in the 'careers tray' in their school. In school B, the researcher gave the envelopes to the deputy head teacher who was liaising with him in connection with the research. The deputy head teacher then administered the questionnaires among their sample teachers who were informed before at their staff meetings, and requested them to return the questionnaires to her tray within two weeks. However, as the return rate was poor, teachers from both the schools were reminded to return the questionnaires. This helped to achieve a good response rate from the schools. Table 3.3 shows that questionnaires were administered among 77 teachers comprising 34 (44 %) males and 43 (56 %) females out of which 58 (75%) were returned from 32 male and 26 female teachers.

Self-administered questionnaires were also distributed in April 2001 among the participants from the significant members. The questionnaires were personally handed over to the participants of this sub-group at different venues, which were decided beforehand by phone contacts. These venues included their work places, homes, mosques and community centres. The researcher collected questionnaires from the same venues towards the end of April. Table 3.3 shows that 51 questionnaires were administered among 27 (53%) male and 24 (47%) female of the significant members out of which 50 (98%) were returned from 26 (96%) male and 24 (100%) female participants.

Table 3.3 Questionnaires administered & returned

POPULATION				Sample Questionnaire administered	Question Returned		
Sub-groups	Total	Male	Female	Total	Total	Male	Female
Year10 Students	63	35	28	44	44 100 %	23	21
Year11 Students	67	37	30	47	47 100%	23	24
Teachers	77	34	43	77	58 75%	32	26
Parents	91	54	37	91	71 78%	37	34
Significant members	51	29	22	51	50 98%	26	24
Careers Office	18	7	11	18	18 100%	7	11
Total	367	196	171	328	288 88%	148	140

Group-administered questionnaires were used to collect information from year 10 and year 11 of both the research schools.

Schools A and B informed the researcher of this study about the poor level of attendance by the pupils disaffected with the school system. The schools also informed him that the personal details of the absentees should not be passed on to the researcher due to Data Protection Act which made him unable to chase up the absentees. So it was expected that some of the pupils could be excluded from the study. However, approximately 70 % (see table 3.3) of pupils were involved in the study. Schools A and B informed their Bangladeshi pupils who they thought should take part in the research, and whose statistics (statistics only, not any other details) were already available to the researcher. Although School A combined all year 11 pupils in a large hall suitable to hold 55 pupils, only 40 (72.73 %) were present. Two Bengali speaking teachers who were not in the research sample accompanied him. The period was for 50 minutes in a morning session in May 2001. The questionnaires were accompanied with Bengali translation and pupils were instructed to use the version they found appropriate. The teachers helped the pupils as and when requested to do so. Similarly questionnaires were administered by the

researcher among year 11 pupils in school B where only seven (58.33 %) were present out of 12. Table 3.3 shows that 47 pupils from both schools were given the questionnaire and all of them (100 %) were returned. Of 47, fifteen pupils (nine male and six female) used Bengali version.

Self-administered questionnaires and covering letters together with the Bengali versions of both were delivered to the parents' addresses by a group of 5 helpers nominated by the researcher. The parents were requested to use any of the questionnaires as appropriate to them and make it available for collection in two weeks time, which was by the end of May. To increase the response rate the researcher was required to contact some parents. Table 3.3 shows that 91 questionnaires were administered among 49 (54%) male and 42 (46%) female parents out of which 71 (78%) were returned from 37 (76%) male and 34 (81%) female parents. Of 71, thirteen male and twenty one female used the Bengali version of the questionnaire.

In June 2001 the self-administered questionnaires were given individually to the careers officers. They were requested to return the questionnaires by mid-June and to put into the pigeonhole of the careers officer. Table 3.3 shows that 18 questionnaires were administered between 7 (39%) male and 11 (51%) female careers officers. 100% of the questionnaires were returned.

In July 2001 group administered questionnaires were given to year 10 students at both schools at the week just after their return from two-week work experience. This helped the year 10 pupils to reflect on their recently gained experience into the research. In school A, out of 51 pupils, 36 (70.59 %) were present and all of them returned the questionnaires. In school B, out of 12 pupils, 8 (75 %) were present and all of them returned the questionnaires. From both schools, 13 pupils (Five males and eight females) completed the Bengali version. Table 3.3 shows that questionnaires were administered among 44 pupils from year 10 from both schools and all 44 (100 %) had returned the questionnaires. Table 3.3 shows that from the population of 367, a sample of 328 (89.37 %) were given questionnaires and 288 (78.47 %) had returned them among which were 148 males and 140 females.

3.4.7 Measurement of Attitude: The Likert scale

The principal aim of this part of the research was to measure the attitudes of the research sample towards WRL. It was therefore necessary to employ an effective measuring tool. According to Fishbein and Ajzen (op. cit) the attitude research required the measurement and interpretation of views, opinions and beliefs of the participants towards an object, in this case WRL. Since 1920 different scales for measuring attitudes have been developed and many are still in use. However, the Likert Scale is widely used to measure attitudes in social and educational researches (Oskamp op. cit and Robson op. cit). The participants can use the scale to indicate their agreement and disagreement towards a certain item in a short time. In general, the Likert scale is composed of five steps: Strongly Agree, Agree, Not Sure, Disagree and Strongly Disagree (Thomas 1994; Oppenheim 1997 and Nachmias and Nachmias op. cit). This spread of options allows the participants to indicate both positive and negative attitudes. Also, the participants may find it easier as there are not too many steps in the scale thus simplifying the choice. That's why the Likert Scale is used to measure the attitudes of the participants towards WRL.

The participants needed to select one response for each of the 62 items to indicate their attitudes over a five-point scale: Strongly agree – 1, Agree – 2, Not sure – 3, Disagree – 4 and Strongly Disagree – 5. The participants are requested to tick one of the boxes within these scales, which they think most appropriate to them. According to many authors including Oppenheim, (1992), Oskamp, (op. cit) and Robson (1995), the participants find it easy to answer the questions and the researcher to find a coherent structure, which is straight forward to analyse.

3.5 The Qualitative Research

3.5.1 Sample

It was discussed earlier in section 3.3 that Bryman claims that quantitative research facilitates qualitative research by creating a platform to identify people to be interviewed and follows a semi-structured approach. The sample can be selected from those who have high and low scores in a survey research (Bryman, 1998). Bryman was followed in this research. The qualitative sample was selected by purposive sampling from those who strongly agreed or strongly disagreed with WRL

in the quantitative research. To select the interview sample, 288 participants who returned the questionnaires were divided into two sections. With the help of Statistical Package for Social Science (SPSS) 145 participants were identified who strongly agreed and 42 who strongly disagreed in the quantitative research. Section one included those who strongly agreed with WRL and section two included those who strongly disagreed. By stratified random sampling, the researcher selected 24 participants equally from both gender from all sub-groups. Table 3.4 shows that 24 people selected from both sections comprised of 2 males and 2 females from each of the sub-groups.

Table 3.4 Sampling frame - qualitative research.

Sub-group	Strongly agreed			Strongly Disagreed			
	Male	Female	Total	Male	Female	Total	
Year 10 pupils	1	1	2	1	1	2	4
Year 11 pupils	1	1	2	1	1	2	4
Teachers	1	1	2	1	1	2	4
Parents	1	1	2	1	1	2	4
Careers officer	1	1	2	1	1	2	4
Sig. member.	1	1	2	1	1	2	4
	6	6	12	6	6	12	24

The schools helped the researcher in arranging interviews with named pupils and teachers in the qualitative sample. The researcher contacted the parents and significant members by phone reminding them about the interviews which were arranged at their homes according to their choices.

In-depth interviews were conducted with semi-structured questions (3.5.2) for about an hour each. The interviews were recorded, transcribed and analysed concurrently. The theoretical saturation (Bryman, op. cit) point was reached at the 19th interview and no new data emerged after that, although the researcher continued to interview the rest of 24 people in search of any new data. Bryman (op. cit) and Holloway (op.

cit) say that the researchers stop further collection of data once the saturation point is reached and no new data are emerged.

The first Chapter indicated that many Bangladeshi parents had limited skills in English. This was reflected at the interviews. Four participants comprising two parents (one male and one female), one male Yr.10 and one female Yr.11 pupils. both of whom started schooling from secondary level in Britain (see Section 4.4 in Chapter Four), needed to communicate in Sylheti dialect, i.e. their mother tongue. The researcher of this study spoke the Sylheti dialect as his mother tongue and translated the interviews into English.

3.5.2 Qualitative interview questions

The questions (see Appendix Seven) for the semi-structured interviews were adopted from the 62-item questionnaire of the quantitative aspect of the research. These items were constructed based on key skills, personal skills, curriculum disapplication, culture and careers related as discussed earlier in section 3.4.1. The participants were asked the same questions for about one hour each and supplementary questions were asked where appropriate.

3.5.3 Researcher's Role

The researcher, a member of, and intimately familiar with the Bangladeshi ethnic minority community, has substantial skills and knowledge of the culture, society, religion and socio-economic status of the community (see also section 1.2.1). This gave an advantage in the research context and ease of access in dealing with the research population. Having the same ethnic origin as the sample privileged him to share the life experiences, cultural and social issues, and barriers and religious beliefs that helped towards developing interactions, establishing trust and good relations with the interviewees. Above all, the bilingual skills of the researcher in Bengali and Sylheti dialect had brought additional strength in the research perspective (see Section 1.2.1 in Chapter One).

However the researcher had to be careful not to influence the data due to his familiarity with the sample, his professional background, knowledge and experience. Familiarity with the interviewee could influence their responses, as the interviewee's

expectancy was to help the researcher. But neither in the covering letter nor in interviews was researcher's view expressed. Although the researcher was known as a qualified, educated, experienced and knowledgeable person in the community, he adopted simple native Sylheti dress and an easy approach with the participants to allow them to feel at ease in expressing their opinions. Care was also taken so that some participants (colleagues, teachers and significant members) might refrain from answering some points on the assumption that the researcher knew the answers.

Despite all the cares and cautions there were dangers of influence and bias that could have crept in. In qualitative research, the researcher himself is a tool for data collection. It is not possible to eradicate influences completely. However the researcher tried his best to remain objective and to recognise the effect on data (Dever, 1995 and Griffin, 1986).

4   Chapter Four: Quantitative Data Presentation and Analysis

4.1 Introduction

This Chapter deals with the aims of the quantitative aspects of the research, descriptions of participants and their returned questionnaires, factor analysis in order to establish relationship between question items by reducing their total number (62). It also includes an analysis of the data covering the attitudes of the participants towards WRL, differences of attitudes between males and females and also the relationship between the characteristics of the participants and their attitudes towards WRL.

Having completed the quantitative research, the data was then analysed using Statistical Package for Social Sciences (SPSS version 10). The following steps were taken before transferring the data into the system:

- Missing data and incomplete questionnaires were checked. There were none missing or incomplete.
- The grades on the Likert scale for negative questions were reversed as follows: -
  For negative questions 'Strongly agree-1' was reversed to 5, 'Agree-2' to 4, 'Not Sure-3' to 3 (no change, it was taken as the mid-point), 'Disagree-4' to 2 and 'Strongly Disagree-5' to 1.

WRL through disapplication of the NC was a new idea in the education system and it was not well publicised among the sample at the stage they dealt with the questionnaire. However, the Bangladeshi community was familiar with the use of work as a learning context. 65 % of the Bangladeshi workforce in Bangladesh and in the UK is trained on the job (Guardian special report, 17.06.2002). The sample, therefore, showed their attitudes based on their existing experience on the use of work as a learning context and whatsoever they have learnt about the new system.

The overall majority of the participants had positive attitudes towards most of the aspects of WRL whilst a minority had negative and neutral attitudes. The differences between gender, sub-groups, and the relation between length of schooling by pupils and length of stay in Britain by the parents and significant members with their

attitudes towards WRL were examined. Some significant differences between males and females and sub-groups were found, but no statistically significant relationships were found between length of schooling by pupils and length of stay in Britain by the parents, and significant members with their attitudes towards WRL.

4.2 The aim of the quantitative research

It should be noted that the quantitative research has one main aim:

> To conduct an investigation into the attitudes of disaffected Bangladeshi pupils of Yrs 10 and 11 in Camden schools, their teachers, parents, careers officers, and significant members of the Bangladeshi community towards WRL.

The quantitative research has also three secondary aims, which are as follows:

1. To find out any differences in attitudes towards WRL between sub-groups

2. To find out any gender differences in attitudes towards WRL within the Bangladeshi community.

3. To evaluate the relation between attitudes towards WRL and the:

   (a) length of schooling by pupils in Britain

   (b) length of stay by parents and significant members in Britain

   (c) level of qualifications by parents.

4.3 Returned questionnaire

The questionnaires were administered among 328 research subjects comprised of Bangladeshi disaffected pupils of Yr. 10 and 11, their teachers, parents, careers officers and significant members; 288 (88 %) the questionnaires were returned. Table 4.1 shows that among 288 participants, 148 were males and 140 females. From Yr.10, 44 pupils comprising 23 males (84 %) and 21 (91 %) females returned the questionnaires. Out of 44, six male and seven female pupils (total 13) used Bengali version of the questionnaire. Out of six males, two started schooling in Britain from nursery, one primary and three secondary levels. Out of seven females, four started schooling from primary and three from secondary levels.

Table 4.1 Returned questionnaires from the sample of 328

Participants	Total	Male	Female
Pupils from Yr.10	44	23 84%	21 90%
Pupils from Yr.11	47	23 92%	24 86%
Teachers	58	32 76%	26 74%
Parents	71	37 75%	34 81%
Significant members	50	26 98%	24 100%
Careers officers	18	7 100%	11 100%
	288 (88 %)	148 (51%)	140 (49%)

From Yr.11, 47 pupils comprising 23 (92 %) males and 24 (86 %) females returned the questionnaires. Out of 47, nine male and six female pupils (total 15) used Bengali version of the questionnaire. Out of nine males. six started schooling in Britain from nursery, two primary and one secondary levels. Out of six females, four started from nursery and two from primary levels. It is seen that although some pupils (see Section 4.4) started schooling from nursery or primary level, they could not develop their communication skills sufficiently as to deal with the questionnaire.

58 teachers comprising 32 (76 %) males and 26 (74 %) females returned the questionnaires. 71 parents comprising 37 (75%) males and 34 (81 %) females returned the questionnaires out of which 13 male and 21 females (total 34) used Bengali version. All of these 34 parents are living in Britain for more than 20 years and none have any formal qualifications.

50 significant members comprising 26 (98 %) and 24 (100%) females returned the questionnaires. All 18 (100 %) careers officers returned the questionnaires.

4.4 Demography of the participants

In order to meet the above objectives of the research, it is essential to describe some of the important variables of the participants including gender. length of schooling in Britain by Years 10 and 11 pupils, and length of stay in Britain by the parents and significant members.

In this study there were 44 Year 10 pupils and 47 Year 11 who returned their questionnaires. According to the school profiles these pupils started their schooling in Britain at different levels of education. Most of them started at the nursery stage and others came from Bangladesh and to join the English education system at later stages.

Table 4.2 Schools joined by Yr. 10 pupils in Britain

Schools joined in Britain	Number	Percentage
Nursery	24	54.6
Primary	8	18.2
Secondary	12	27.2
Total	44	100

Table 4.2 shows that out of 44 pupils from Year 10, 24 (54.6 %) joined at nursery, 8 (18.2 %) at primary and 12 (27.2%) at secondary school. Table 4.3 shows that out of 47 pupils from Yr. 11, 34 (72.3 %) joined at nursery, 10 (21.3 %) at primary and 3 (6.4 %) at secondary school.

Table 4.3 School joined by Yr. 11 pupils in Britain

School joined in Britain	Number	Percentage
Nursery	34	72.3
Primary	10	21.3
Secondary	3	6.4
Total	47	100

The schools supplied lists of disaffected pupils and their details of disaffection. According to the school profiles the individual participants of the research have one or more reasons for disaffection including low attainment in education, poor levels of attendance, problems with communication and behaviour. The profile suggests that the pupils in the research are at risk with GCSEs and they are neither expected to achieve 5 GCSEs at grade C or above, nor pass in any academic subjects. Their grades would range from 0 to 4 GCSEs at C at best and this includes non-academic subjects such as Art, Textile and Craft and Design.

Table 4.4 Qualifications of parents.

Parents' qualifications	Number	Percentage
No qualifications	62	87.3
GCSE or above	9	13%
Total	71	100

Table 4.4 shows that out of 71 parents, 37 were males and 34 females. Among them, 62 (87.3 %) had no qualifications and only 7(13%) had gained GCSEs or a higher qualification.

Table 4.5 shows that out of 71 participants (parents), no parents came within the last ten years, 27 (38%) came between 11-20 years, and 44 (62 %) came prior to the last 20 years. Thus most are first generation parents having settled in Britain from around 1975 onwards.

Table 4.5 Length of stay of parents in Britain

Length of stay in Britain	Number	Percentage
0-10 years	0	0
11-20 years	27	38
20+ years	44	62
Total	71	100

From 50 of the significant members, 26 were males and 24 females (table 4.6) and all of them were employed in various professions such as doctor, engineer, teacher, nurse, professor and solicitor. Also they have arrived in Britain at different times. Table 4.6 shows that out of 50 participants, none came within last ten years, 21 (42 %) came within 11-20 years and 29 (58 %) came prior to the last 20 years. Again, most of them are first generation in this country.

Table 4.6 Length of stay of significant members from the Bangladeshi community in Britain

Length of stay in Britain	Number	Percentage
0-10 years	0	0
11-20 years	21	42
20+ years	29	58
Total	50	100

It can be seen from table 4.5 and 4.6 that none of the parents and significant members from the research sample came to Britain within last ten years, this might be due to difficulties in immigration to Britain (Momen, op. cit).

4.5 Principle Component Analysis

In order to establish the relationship between the questionnaire items (62) a Principal Component Analysis (PCA) was conducted on the data collected from the participants combined from all of six sub-groups. The justification of combination of groups was to produce a sample large enough to use PCA. A selective PCA would have involved fewer participants and therefore, might even produce a weaker factor solution (Vogt, 1993).

Factor analysis is an extension of PCA and is concerned with the internal relationships of a set of variables. Oppenheim (op. cit) describes it as an analytic statistical tool, used to find out the relations of a set of variables, attributes, observations or responses. Child (1990) describes factor analysis as the orderly simplification of a number of inter-related measures. It has been used to explore the possible underlying structure in a set of inter-related variables without imposing any preconceived structure on the outcome. According to Norusis (1993); Child (Op. cit) and Hair et. al (1987) factor analysis is a generic name given to a class of multivariate statistical methods and its main aim is to reduce data. Factor analysis addresses itself to the problem of analysing the internal relations among a large number of variables (e.g. questionnaire responses, test score, exam results). It is an analytical technique which summarises the information contained in a number of original variables into a smaller set of new composite variables (factor) and that can

be used to represent relationships among sets of many inter-related variables. Norusis (op. cit p 47) highlights that factor analysis helps to find out the underlying variables, which are not directly observable. In other words it can be said that factor analysis can be used to explain complex phenomenon. Finally, factor analysis helps to find out the not directly observable factors based on a set observable variable.

Since the primary aim of the research was to measure the attitudes of the Bangladeshi disaffected pupils of Years 10 and 11, their teachers, careers officers, parents and significant members towards WRL, factor analysis seemed to be an appropriate method to be used for analysing the data obtained from the participants of the research, reducing the variables used in 62 items from 13 categories (Section 3.5.1, Chapter Three) to a smaller set of new factors with stronger validity and reliability. A meaningful group of factors that would emerge from the responses of the participants that is simple and easy to interpret, with patterns of the attitudes of the participants being revealed.

4.5.1 Appropriateness of using Factor Analysis

The appropriateness of using Factor Analysis for the present research was tested using the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) and Bartlett's Tests. Table 4.7 shows that KMO for measure of sampling adequacy was strong enough with 0.87, and also Bartlett's test of Sphericity was highly significant (.001)

Table 4.7 Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) and Bartlett's Tests.

Kaiser-Meyer-Olkin Measure Sampling Adequacy		0.87
Bartlett's Test of Sphericity	Approx. Chi-Square	8015.918
	df	1891
	Significance	.001

4.5.2 Results of PCA

As a result of conducting PCA, a four-factor solution was identified from an overall figure of 17 factors with Eigenvalue greater than one (see Appendix Eight). However from these four factors, two factors were very weak with Eigenvalues 2.47 and 2.28

and hence were taken out, and two strong factors with Eigenvalue 14.88 and 3.06 were considered in the research. This is one way of interpreting the Scree plot (fig 4.1). The shape of distribution justifies two factors.

However, one might argue that, having a Q sorting procedure. it could be surprising to have a two- factor solution. The answer would be that these were different procedures. Q sorting is a crude device used in the pilot study and (PCA) is more scientific and followed in the main research.

Table 4.8 Principle Component Analysis of the 62-item questionnaire: Eigen values, variables and Cumulative variances of the first two factors.

Factor	Eigenvalue	% of Variance	Cumulative %
1	14.88	24.0	24.0
2	3.06	4.9	28.9

Table 4.8 shows the two factors, which were identified by the Principle Components Analysis. It is seen that the first factor with Eigenvalue = 14.88, accounted for 24% of the variance and consisted of 32 items. The second factor with Eigenvalue = 3.06 accounted for 4.9% of the variance, and consisted of 27 items. The overall cumulative percentage shows that 28.9% of the systematic covariance in the data is accounted for by these two factors, although this leaves 71.1 % of the variance remaining, Cattell's Scree Plot Test (Cattell. 1966). Fig 4.1 confirms that these two factors are sufficiently strong to explain a high proportion of the covariance amongst all 62 items of the questionnaire.

Figure 4.1 Factor Scree Plot of Eigenvalue of 62-item questionnaire

Scree Plot
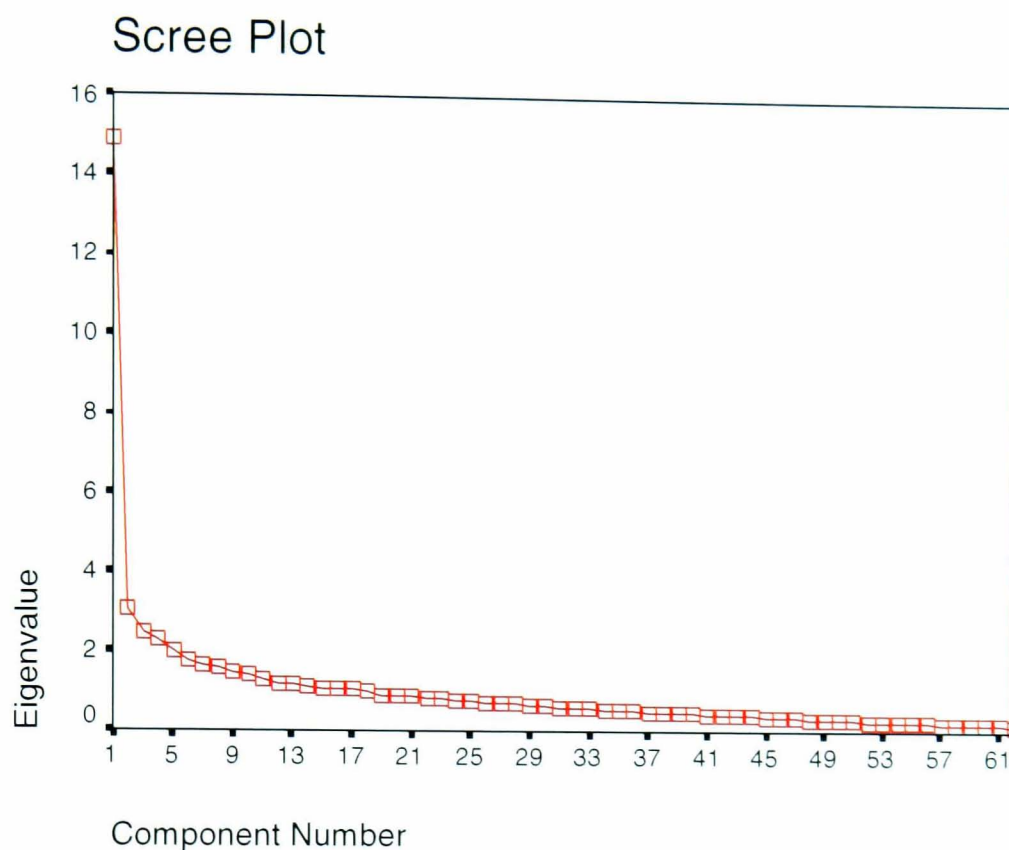
It can be seen from fig. 4.1 that the first two factors were clustered together and taken for the next rotational action. However, in order to determine the actual item loadings for each of the two factors, a further investigation was carried out. The factors were considered independent and a Variance-Rotation Principle Components with thirteen iterations was carried out. Table 4.9 shows the analysis with the factor-loading matrix for two factors. Varimax rotation (Kaiser, 1958) was chosen because it is to select the factors, which do not correlate strongly (orthogonal rotation).

Table 4.9 Factor Loading Matrix, using Varimax-Rotated Principle Components, for the 62 items questionnaire

Factor One

N	Correlation
03	.405
09	.519
11	.431
13	.462
17	.633
19	.623
22	.634
24	.383
26	.632
27	.494
28	.617
30	.586
33	.691
34	.526
35	.621
36	.333
37	.631
38	.573
39	.605
41	.533
43	.564
45	.551
46	.417
47	.370
48	.447
49	.669
51	.522
52	.333
55	.395
57	.511
58	.452
59	.392

Factor Two

N	Correlation
01	.461
02	.436
04	.553
05	.379
06	.398
07	.335
08	.503
10	.392
12	.639
14	.312
16	.539
18	.538
20	.381
23	.394
29	.460
31	.467
32	.447
40	.428
42	.465
44	.547
50	.485
53	.443
54	.342
56	.449
60	.401
61	.553
62	.502

Table 4.9 shows the analysis with factor loadings matrix for two factors. Variance rotation was used in order to select those factors, which do not correlate strongly (Kaiser, 1958). If factor loadings are adapted at more than 0.5. a number of items in both factors will be substantially lost. Therefore a minimum of 0.3 was used. Also Cronbach's alpha was used which has a better internal relationships (see Section 4.5.2).

Table 4.10 also shows the internal correlation of two factors.

Table 4.10: Factor Correlation Matrix for 62-item Questionnaire with two factors showing the internal correlation.

Factors	Factor One	Factor Two
Factor One	1.0000	
Factor Two	0.345	1.0000

4.5.3 Labelling the external factors

The original variables of the 62-item questionnaire were reviewed thoroughly and each of the two factors was labelled which reflected items individually related to that factor. However three items were not accounted for in the analysis: N 15 'Cannot improve IT skills by using a fax', N 21 'Will appear suitable for parents to send their children to follow an out-of school programme' and N 25 'Can improve their IT skills by using e-mails'. To find out the nature of the two factors for measuring the attitudes of the participants, inference was made from the remaining (62-3) = 59 related items of the questionnaire. The examples of items from each of the factors and predictions made were as follows:

4.5.3.1 Factor One

Factor one consisted of 32 items and had an Eigenvalue of 14.88 and accounted for 24% of the variance. The item loadings ranged from 0.3 to 0.6. It was accepted because according to Kline (op. cit) the first factor in a moderate loading ranges from around 0.3 to 0.7. The items under this factor. for example. N9 "Cannot improve their communication skills by talking to unknown people"; N 26 "Cannot improve

their skills in solving problems" and N 38 "Can improve their skills by working as a part of a team" suggest that factor one represents improvement in important skills (see key skills in Chapter Three, Section 3.8) for working life. That was why this factor was labelled as 'skills for working life' (SWL).

4.5.3.2 Factor Two

Factor two consisted of 27 items and had an Eigenvalue of 3.06, and accounted for 4.9% of variance. The items under this factor ranged from 0.3 to 0.5. The items for factor two included N2 "Can help to improve their GCSE work". N 8 "Can encourage their learning" and N 31 "Can help them know what education is needed to do a particular job" suggests these items are linked with different 'learning opportunities' (LOP) and was labelled as LOP. LOP is a holistic term which includes opportunities in continued full or part time education in a school sixth form, sixth form college, college of further and higher education, work-based learning, training through national traineeships, modern apprenticeships, and full or part time employment in the world of work (Unwin and Wellington, 2001; Rainbird 2000, Eraut, 2001, Boud and Miller, 1996 and Kolb, 1984).

4.5.4 Reliability

To find out the internal reliability of the formulated questionnaire among the remaining 59 items, Cronbach's Alpha (Cronbach 1951) was calculated for each of the two factors. The results are as follows:

4.5.4.1 Factor one: SWL (Rotated Factor Matrix)

Cycles of Cronbach's Alpha were applied to all 32 items of factor one (see Appendix Nine). The Cronbach's Alpha was applied to data (with an initial alpha of 0.93 and final solution alpha .93) and it required removing the following three items:

N 11 'Cannot improve their skills by adding up costs of items'. N 36 'cannot improve IT skills by using a printer' and N 55 'cannot help them with special language skills needed to serve customers'. It could be seen that these items may not be strongly related with the representative of SWL. Cronbach's Alpha of 0.93 meant that 93% of the remaining 29 items were correlating with each other. High score on these items indicates strong positive attitudes towards SWL. In other words, most of

the participants believed that Bangladeshi disaffected pupils at Key Stage 4 could improve skills which are necessary for working life.

4.5.4.2 Factor Two "LOP"

Cycles of Cronbach's Alpha were applied to all 27 items of factor two (with an initial alpha of 0.87 and final solution .88) (see Appendix Ten). It required removing one item: N 14 'Can improve their skills by using a calculator'. It can be seen that this item may not be strongly related with the representative LOP. By deleting this item the value of alpha was raised from .87 to .88, which meant that 88 % of the items were correlating with each other. As was the case for factor one. a high score on these items indicates strong positive attitudes towards LOP. In other words. most of the participants believed that Bangladeshi disaffected pupils at Key Stage 4 could be provided with the benefits of a range of LOP by going through the WRL programme. The high values of Cronbach's alpha obtained indicated a strong internal reliability amongst the questionnaires.

4.6 Quantitative Data Analysis

Section 3.5.1 in Chapter Three discussed a sample being selected purposively from those who have strongly positive and negative attitudes towards WRL in the quantitative research (Bryman, op.cit) was followed by involving in-depth interviews in the qualitative research to extensively investigate the reasons of their attitudes, and also to explore the effectiveness of WRL.

Section 4.1 discussed the sample of Bangladeshi community which was familiar with the use of work as a context of learning and its benefits. Although WRL for disapplication of a selection of subjects from the NC was not a new idea (c.f. TVEI), it was new to the many of the interviewees, particularly the Bangladeshi respondents. This was not well publicised among the community while the questionnaires were conducted. However, during the interviews in the qualitative research, the interviewees were found to have updated their knowledge on the tangible benefits of WRL. Those samples who had strongly negative attitudes were found to have shifted from negative to positive and those with positive were found to have stayed with their to positive attitudes.

Therefore, the researcher of this study analysed the attitudes in generic form by finding their mean attitude ratings towards WRL. He, instead of conducting an in-depth quantitative analysis including highlighting issues using a multiple regression, willed to investigate and explain the issues, and find out the reasons for the relationships between variables and uncover detailed patterns.

The factor analysis has identified two factors: SWL and LOP. This section will attempt to give a statistical analysis of the attitudes of the participants in relation to these factors in following steps by:

- all sub-groups
- gender across Bangladeshi participants
- relation with pupils' length of schooling in Britain.
- relation with parents' and significant members' length of stay in Britain
- relation with parent's level of qualifications.
- relation with teachers' and careers' length of experience

(See Section 3.1 in Chapter Three for rationale of the above analysis)

It should be remembered that the Likert Scale (3.4.7 in Chapter 3) ranged from 1 (strongly agreed) to 5 (strongly disagreed). Therefore, a lower mean rating of the attitudes would mean that the participants are more favourable in relation to that factor. For example, if the mean ratings of attitudes in relation to factor SWL by male and female parents are 1.76 and 1.99 respectively, then the male parents would be known to have more positive attitudes than females.

4.6.1 Attitudes of participants (all-subgroups) towards LOP

Table 4.11 Mean attitude ratings by all sub-groups together with corresponding standard deviations in relation to SWL factor.

Group	Count	Mean	Standard deviation
Year 11 pupils	47	2.27	0.69
Teachers	58	1.99	0.47
Careers officers	18	1.90	0.27
Parents	71	1.71	0.29
Significant members	50	1.86	0.36
Year 10 pupil	44	1.88	0.19
Total	288	1.92	

As can be seen in the above table 4.11, parents have more positive (1.71) attitudes than other sub-groups, and Yr.11 pupils have the least positive (2.27) attitudes towards SWL factor. Formal analysis of variance using a one way independent groups ANOVA confirms this claim with $F_{(5,282)} = 10.47$, $p < 0.001$.

Table 4.12 Post hoc comparison means using students Newman Keuls test among the sub-groups in comparison to their attitudes towards SWL factor.

Sub-groups	Mean	Parents	Sig. members	Careers officers	Yr.10 pupils	Teachers	Yr.11 pupils
Parents	1.71					*	*
Sig. members	1.86						*
Careers officers	1.90						*
Yr.10 pupils	1.88						*
Teachers	1.99	*					*
Yr.11 pupils	2.27	*	*	*	*	*	

* Indicates significant differences which are shown in the table.

Post hoc comparison (see table 4.12 and) of the means showed Yr.11 pupils are significantly different than teachers (p<.013), careers officers (p<.020), parents (p<.001), significant members (p<.001) and Yr. 10 pupils (p. 001). Teachers are significantly different than parents (p<.003) but differences with careers officers, significant members and Yr.10 pupils are not significant. Parents are significantly different than teachers (p<.003).

4.6.2 Attitudes of participants (all-subgroups) towards 'learning opportunities'

As can be seen in the above table 4.13 significant members (mean 1.65) have more positive attitudes than other groups, and again Yr. 11 have the least attitudes for LOP factor, too. Whilst it was expected that Yr.11 would have more positive attitudes towards WRL than Yr. 10, the reason is not yet known.

Table 4.13 Mean attitude ratings by all sub-groups together with corresponding standard deviations in relation to LOP factor.

Group	Count	Mean	Standard deviation
Year 11 pupils	47	2.03	0.25
Teachers	58	2.00	0.37
Careers officers	18	1.93	0.33
Parents	71	1.72	0.28
Bangladeshi Significant members	50	1.65	0.34
Year 10 pupils	44	1.90	0.32
Total	288	1.86	

However, the qualitative research with in-depth interviews could reveal the facts. Formal analysis of variance using a one way independent groups ANOVA confirms this claim with F $(5,282)$ = 12.70, p < 0.00.

Table 4.14 Post hoc comparison means using students Newman Keuls test among the sub-groups in comparison to their attitudes towards LOP factor.

Sub-groups	Mean	Parents	Sig. members	Careers officers	Yr.10 pupils	Teachers	Yr.11 pupils
Parents	1.72				*	*	*
Sig. Members	1.65			*	*	*	*
Careers officers	1.93		*				
Yr.10 pupils	1.90	*	*				
Teachers	2.00	*	*				
Yr.11 pupils	2.03	*	*				

*Indicates significant differences, which are shown in the table.

Post hoc comparison (see table 4.14) of the means showed that significant members are significantly different than career officers (p<.021), Yr.10 pupils (p<.002). teachers (p<.00) and Yr. 11 pupils (p<.00). Parents are significantly different than Yr. 11 pupils (p<.00), teachers (p<.00) and Yr. pupils (p<.031)

4.6.3 Relation between attitudes and variables of the participants

This section dealt with the relation of variables with attitudes towards SWL and LOP. The variable considered were gender of all participants, length of schooling by pupils, length of stay in the UK by parents and significant members, levels of education by parents and lengths of experience of teachers and careers officers.

4.6.3.1 Relation between gender and attitudes of Yr. 10 pupils towards SWL and LOP

Table 4.15 shows mean attitude rating on SWL and LOP factors by all males (23) and females (21) from Yr.10 pupils with corresponding standard deviations. As can be seen in table that the females (mean 1.86 and Std. dv .18) have slightly higher positive attitudes than males (mean 1.89 and std. dv .21) towards SWL

Table 4.15 Mean attitude rating on both SWL and LOP factors by gender of Yr-10 pupils with their corresponding standard deviations.

Gender	Count (N= 44)	SWL		LOP	
		Mean	Std.dev	**Mean**	Std.dev
Male	23	**1.89**	.21	**1.97**	.40
Female	21	**1.86**	.18	**1.83**	.17

(Less mean score indicated more positive attitudes)

However, the difference is not statistically significant. Formal analysis of the data using a One way ANOVA confirms this claim with $F (1, 42) = .262$, $p < 0.611$.

Table 4.15 shows also that females (mean 1.83 and std. dv .17) again seem to have more positive attitudes than males (mean 1.97 and std. dv .40) towards LOP, but the difference is not statistically significant. Formal analysis of the data using a One way ANOVA confirms this claim with $F (1, 42) = 2.299$, $p < 0.137$.

4.6.3.2 Relation between gender and attitudes of Yr. 11 pupils towards SWL and LOP

Table 4.16 Mean attitude rating on both SWL and LOP factors by gender of Yr-11 pupils with their corresponding standard deviations.

Gender	Count	SWL		LOP	
	(N= 47)	Mean	Std.dev	Mean	Std.dev
Male	23	2.67	.60	2.18	.21
Female	24	1.88	.55	1.90	.19

(Less mean score indicated more positive attitudes)

Table 4.16 shows mean attitude rating on SWL and LOP factors by all males (23) and females (24) from Yr.11 pupils with corresponding standard deviations. It can be seen from the table that females have more positive attitudes than males in relation to both SWL and LOP factors. The differences in both cases are highly significant. Formal analysis of the data using a One way ANOVA confirms this claim with $F_{(1, 45)} = 22.361$, $p < 0.001$ for SWL and $F_{(1, 45)} = 22.830$, $p < 0.001$ for LOP.

4.6.3.3 Relation between gender and attitudes of parents' towards SWL and LOP

Table 4.17 Mean attitude rating on 'SWL and LOP factors by all male and female parents with their corresponding standard deviations.

Gender	Count	SWL		LOP	
	(N=71)	Mean	Std.dev	Mean	Std.dev
Male	37	1.77	0.28	1.78	0.32
Female	34	1.65	0.29	1.65	0.31

It can be seen from the table 4.17 that females once again seem to have slightly more positive attitudes (mean 1.65 and std. dv .29 and 1.65 with std. dv .31) than males in relation to SWL and LOP factors. However, the difference is not significant for factor SWL. One way ANOVA confirms this claim with $F_{(1, 69)} = 2.95$, $p < 0.090$, but the difference is statistically significant for factor LOP. One way ANOVA confirms this claim with $F_{(1, 69)} = 4.432$, $p < 0.039$.

4.6.3.4 Relation between gender and attitudes of significant members towards SWL and LOP

Table 4.18 Mean attitude rating on 'SWL and LOP factors by all male and female significant members with their corresponding standard deviations.

Gender	Count (N=50)	SWL		LOP	
		Mean	Std.dev	Mean	Std.dev
Male	26	**1.81**	0.36	**1.57**	0.31
Female	24	**1.92**	0.36	**1.75**	0.35

It can be seen from the table 4.18 that males (mean 1.81 and mean 1.92) seem to have slightly more positive attitudes than females towards SWL and LOP respectively. However the difference is not statistically significant. One way ANOVA confirms this claim with $F_{(1, 48)} = 1.044$, $p < .312$ for SWL and with $F_{(1, 48)} = 3.770$, $p < 0.058$ for LOP.4.6.3.5 Relation between gender and attitudes of teachers towards SWL and LOP.

4.6.3.5 Relation between gender and attitudes of teachers towards SWL and LOP

Table 4.19 Mean attitude rating on 'SWL and LOP factors by all male and female teachers with their corresponding standard deviations.

Gender	Count (N=58)	SWL		LOP	
		Mean	Std.dev	Mean	Std.dev
Male	32	**2.05**	0.47	**2.02**	0.35
Female	26	**1.92**	0.46	**1.97**	0.41

It can be seen from the table that, female teachers seem to have slightly more positive attitudes than male teachers in relation to both factors SWL and LOP. However, the differences are not statistically significant.

4.6.3.6 Relation between gender and attitudes of careers officers towards SWL and LOP

Table 4.20 Mean attitude rating on 'SWL and LOP factors by all male and female careers officers with their corresponding standard deviations.

Gender	Count (N=18)	SWL		LOP	
		Mean	Std.dev	Mean	Std.dev
Male	7	1.93	.18	2.09	0.20
Female	11	1.87	0.32	1.82	0.36

It can be seen from the table 4.20 female career officers seem to have more positive attitudes towards both, SWL and LOP factors than male career officers. However, the differences are not statistically significant.

4.6.3.7 Relation between length of schooling in Britain by Yrs 10 pupils and their attitudes towards SWL and LOP

As can be seen in table 4.21 that Yr.10 pupils who started from nursery have more positive attitudes (mean 1.82) towards factor SWL than those who started schooling from Primary and secondary school, and those who started in secondary have more positive attitude (mean 1.93) than those who started from primary (1.97) school. However the difference is not statistically significant.

Table 4.21   Mean attitude ratings on factor one SWL and LOP by schools joined in Britain by Year 10 pupils with their corresponding standard deviations

Schooling in Britain	Count (N=44)	SWL		LOP	
		Mean	Std.dev	Mean	Std.dev
Nursery	24	1.82	0.22	1.81	0.240
Primary	8	1.97	0.10	1.86	0.13
Secondary	12	1.93	0.14	2.10	0.44

ANOVA analysis is not appropriate for a smaller sample. Therefore One Way Kruskal-Wallis analysis was followed. Formal One Way Kruskal-Wallis analysis confirms this claim with Chi-Square = 5.8, df (2) at p (0.05).

4.6.3.8 Relation between length of schooling in Britain by Yrs 11 pupils and their attitudes towards SWL and LOP

Table 4.22 Mean attitude ratings on factor one SWL and LOP by schools joined in Britain by Year 11 pupils with their corresponding standard deviations

Schooling in Britain	Count (N=47)	SWL		LOP	
		Mean	Std.dev	Mean	Std.dev
Nursery	34	**2.29**	0.76	**2.05**	0.25
Primary	10	**2.15**	0.51	**2.00**	0.26
Secondary	3	**2.37**	0.44	**1.92**	0.21

Table 4.22 shows that Yr.11 pupils who started primary school have got slightly more positive attitudes (2.15) and who started at secondary have least (2.37) attitudes towards SWL factor. However the difference is not statistically significant. The table also shows that pupils who started schooling from secondary level have more positive attitude (1.92) and who started from nursery have least (2.05) positive attitudes towards LOP factor. However the difference is not statistically significant.

4.6.3.9 Relation between length of stay in Britain by parents and their attitudes towards SWL and LOP factors.

Table 4.23 shows that the parents who came to Britain in the last 20 years seem to have slightly more positive (1.68) attitudes towards SWL than those (1.74) that came to Britain over 20 years ago.

Table 4.23 Mean attitude ratings on factors SWL and LOP by length of stay Britain by parents with their corresponding standard deviations.

Length of Stay in Britain	Count (N=71)	SWL		LOP	
		Mean	Std.dev	Mean	Std.dev
0-20 yrs	27	**1.68**	0.27	**1.72**	0.29
20+ yrs	44	**1.74**	0.30	**1.72**	0.28

However the difference is not statistically significant. Formal analysis of the data using a One way ANOVA confirms this claim with $F (1, 69) = 0.60$, $p < 0.443$.

It is also seen from the table that there is no difference in mean attitudes in relation to LOP factor.

4.6.3.10 Relation between length of stay in Britain by significant members and their attitudes towards SWL and LOP factors

Table 4.24 Mean attitude ratings on factor SWL and LOP factors by length of stay Britain by significant members with their corresponding standard deviations.

Length of Stay in Britain	Count (N=50)	SWL		LOP	
		Mean	Std.dev	Mean	Std.dev
0-20 yrs	21	**1.93**	0.40	**1.65**	0.35
20+ yrs	29	**1.81**	0.33	**1.65**	0.34

Table 4.24 shows that the significant members who came to Britain before 20 years seem to have slightly more positive (1.81) attitudes towards SWL than those (1.93) who came to Britain in the last 20 years. However the difference is not statistically significant. Formal analysis of the data using a One way ANOVA confirms this claim with $F_{(1, 48)} = 1.42$, $p < 0.24$. It is also seen that there is no difference in mean attitudes in relation to LOP factor.

4.6.3.11 Relation between parents' levels of education and their attitudes towards SWL and LOP

Table 4.25 Relation between parents' levels of education and their attitudes towards SWL and LOP factors.

Level of Qualification	Count (N=71)	SWL		LOP	
		Mean	Std.dev	Mean	Std.dev
No Qualifications	62	**1.75**	0.28	**1.74**	0.27
GCSE and above	9	**1.44**	0.21	**1.53**	0.24

As can be seen in Table 4.25 the parents with GCSE and above qualifications seem to have more positive (1.44) attitudes towards SWL than those (1.75) with no qualifications. One Way analysis by Kruskal-Wallis test confirms this claim with Chi-square = 8.55, p<.003. Similar results were found in relation to LOP. The parents with GCSE and above qualifications have more positive attitudes (1.53) than those with no qualification (1.74). One Way analysis by Kruskal-Wallis test confirms this claim with Chi-square = 4.85, p<.028.

4.6.3.12 Relation between length of experience of teachers and their attitudes towards SWL and LOP

Table 4.26 shows that teachers with experience over 10 years have most positive attitudes (1.86 and 1.92) and those having 6-10 years experience have least positive (2.12 and 2.07) attitudes towards both SWL and LOP factors.

Table 4.26 Relation between length of experience of teachers their attitudes in relation to SWL and LOP.

Length of experience	Count (N=58)	SWL		LOP	
		Mean	Std.dev	Mean	Std.dev
0-5 years	12	**2.01**	0.47	**2.01**	0.27
6-10 years	22	**2.12**	0.37	**2.07**	0.30
10+years	24	**1.86**	0.54	**1.92**	0.46

However, post-hoc comparison did not find any significant difference.

4.6.3.13 Relation between length of experience of careers officers and their attitudes towards SWL and LOP

Table 4.27 Relation between length of experience of careers officers and their attitudes in relation to SWL and LOP.

Length of experience	Count (N=18)	SWL		LOP	
		Mean	Std.dev	Mean	Std.dev
0-5 years	8	**1.97**	0.18	**1.93**	0.30
6-10 years	6	**1.94**	0.22	**2.05**	0.29
10+years	4	**1.67**	0.41	**1.74**	0.44

As can be seen in Table 4.27 that careers officers with over 10 years experience have most positive attitude (1.67 and 1.74) towards both SWL and LOP factors respectively; and those who have 0-5 years experience have least attitudes (1.97) towards SWL and those who have 6-10 years experience have least attitudes towards LOP factor. However the difference is not statistically significant.

4.7 Discussion

The quantitative research has achieved the first aim of research examining the attitudes of Bangladeshi disaffected pupils at Key Stage 4, and their teachers, parents, careers officers and significant members of Bangladeshi community towards WRL. The questions answered were:

1. What are the attitudes of Bangladeshi disaffected pupils in Yrs. 10 and 11, their teachers, parents, careers officers and significant members towards WRL?

2. Are there any differences in attitudes towards WRL between:
   (a) Individual sub-groups?
   (b) Bangladeshi and non-Bangladeshi participants encountered in the research?
   (c) Bangladeshi male and female participants?

3. Is there any relation between attitudes towards WRL and the length in Britain of
   (a) schooling by the pupils and
   (b) staying by parents and significant members

4. Is there any relation between parents' educational levels and attitudes towards WRL?

5. Is there any relation between length of experience of teachers and careers officers and their attitudes towards WRL?

In the absence of a validated questionnaire measuring the attitudes of key participants of the research, this research developed a questionnaire with 62 items and administering to 328 participants. The Principle Component Analysis was applied to the questionnaire and a two strong factor solution was found: 'skills for working life' (SWL) and 'learning opportunities' (LOP). The participants comprised of six sub-groups (see 3.4.4 in Chapter Three). Of six sub-groups, four were composed of Bangladeshis including Yr. 10 and 11 pupils, parents and significant members giving a total of 212 and two were composed of non-Bangladeshi participants including teachers and careers officers giving a total of 76.

The overall majority of the participants showed positive attitudes towards SWL and LOP. Attitudes were measured using the Likert scale ranging from 1 to 5 (1 strongly

agreed and 5 strongly disagreed) and the lower the mean rating, the higher the attitudes of the participants were towards the factors SWL and LOP. The total mean rating of attitudes of all sub-groups in relation to SWL factor is 1.92 (see table 4.11) which means that the majority of the participants (N=288) showed favourable attitudes towards SWL. It can be seen from the table that the parents showed more positive attitudes (mean 1.71) among all sub-groups. However, the difference is only significant with Yr. 11 pupils and teachers. Yr. 11 pupils showed least positive attitudes among all participants. Their difference is significant with Yr. 10 pupils, significant members, parents, careers officers and teachers.

It was in practice that Yr.11 pupils, having more experience of schooling and disaffection, might be seeking other forms of learning such as WRL. In practice these pupils also tended to be sceptical of WRL. However, the participants from all sub-groups showed positive attitudes towards SWL, by which they might have meant Bangladeshi disaffected pupils could improve the various SWL by going through the option of WRL. These findings are consistent with the findings of DfES Projects involving disaffected pupils including those from Key Stage 4 (Demonstration Project, 1999, AR Project, Education Action Zone, 1999, Nest Start Project, 1998 and Alternative Education, NFER, 1999). The disaffected pupils in these projects were able to develop a wide range of important skills (see Section 2.9 in Chapter Two) which are required for adult life.

It was also revealed in the first and second Chapters (literature review) that Bangladeshi children perform better in practical fields and achieve more in those subjects with a highly practical content. All pupils and other Bangladeshi participants showed more positive attitudes towards SWL than non-Bangladeshi participants. However the difference was not statistically significant.

In relation to the LOP factor, the total mean rating of all sub-groups was mean 1.86 (see table 4.13) which means that the overall majority of the participants had relatively favourable attitudes. These findings are also consistent with the DfES projects (Demonstration Project, 1999, AR Project, Education Action Zone, 1999, New Start Project, 1998 and Alternative Education, NFER, 1999). It was reported in the Evaluation Reports of these projects that the disaffected pupils were not only

able to develop their skills but also were able to find out their own strengths and weaknesses and work on building them where they needed. They were well informed about the future opportunities which were available to them and able to choose an appropriate option which could include the training course, FE college course or employment.

The Bangladeshi significant members showed more positive attitudes (mean 1.65) than other groups. Their difference is significant with careers officers, Yr.10 pupils, teachers and Yr.11 pupils. Yr.11 pupils showed again the least favourable attitudes (mean 2.03). It is interesting to note that the mean scores parents' attitudes towards SWL (mean 1.71) and LOP (1.72) are almost the same and also the pupils of Yrs 10 and 11 were significantly different than parents and significant members.

In regards to gender difference, the research found that females of all Bangladeshi participants (except significant members), e.g. Yr. 10 and 11 pupils and parents, showed more positive attitudes than males in relation to both factors SWL and LOP. However the difference was not consistently significant with all groups. The difference was not significant with Yr. 10 pupils in relation to both SWL and LOP. Gender difference was strongly significant among Yr.11 pupils in both cases of SWL and LOP. Gender difference among parents was not significant in relation to SWL, however it was significant in relation to LOP. In regards to gender difference within Bangladeshi participants as a whole, one exception was found with significant members that females of this group showed less positive attitudes than males. Although it was expected that, as the Bangladeshi community is male dominated (see Section 1.2.4, Chapter 1) there might exist gender difference which could contribute towards the research, it has failed to find a significant difference between Bangladeshi male and females. This might be due to the influence of British culture with which they have been in contact for over 10 years. Qualitative research at a later stage could unveil the facts.

The research also failed to find any relation between length of schooling of pupils of Yr. 10 and 11 in Britain with their attitudes towards SWL and LOP. It was expected that the pupils starting schooling at nursery could have more positive attitudes than pupils starting at primary, and pupils starting at primary could have more positive

attitudes towards SWL and LOP than those who started at secondary. Although the mean score of Yr.10 pupil who attended nursery had showed more positive attitudes (mean 1.82 and 1.81, see table 4.17) towards SWL and LOP respectively in comparison to those who attended primary and secondary, the difference is not significant. This might be due to smaller sample size (see Section 4.4).

The research also failed to find out any relation between length of stay in Britain by parents and significant members and their attitudes towards either of the factors. This might be due to the fact that both parents and significant members have gained experience of the tangible benefits of learning in the work place from Bangladesh and Britain where 65 % of Bangladeshi work force are trained on the job (Guardian, 17.06.02 special Report).

The research achieved its objective in relation to finding relation between parents' level of education and their attitudes towards SWL and LOP. It was expected that parents with more education would have more positive attitudes towards SWL and LOP. Parents (13 %) with GCSE or above qualifications showed more positive attitudes to SWL (mean 1.44) and LOP (mean 1.53) than those parents (87 %) with no qualification (men 1.74 and 1.75 respectively). Kruskal-Wallis confirmed these claims with chi-square = 8.55, p<. 003 for SWL and chi-square = 4.85, p<.028.

In summary, the research found statistically significant differences in attitudes in following cases:

* With regard to SWL, the attitudes of Yr. 11 pupils were significantly different from parents, teachers, careers officers, significant members and Yr. 10 pupils in relation to SWL. Parents were significantly different from teachers.

* With regard to LOP, the attitudes of Yr.10 and 11 pupils and also teachers were significantly different than parents and significant members; and careers officers were significantly different from significant members.

* With regard to SWL and LOP, attitudes of females of Yr.11 pupils were significantly different than males. Female parents were significantly different from males in relation LOP.

*   With regard to SWL and LOP, the attitudes of parents with GCSE or more qualification were significantly different from those with no qualification.

4.8 Conclusion

The general conclusion drawn from the present study is that, contrary to expectations, the results of attitude measures showed more similarities amongst Bangladeshi community than differences.

This is particularly of interest, as one would have expected that at least on factors such as gender there would be significant differences between Bangladeshi men and women on their attitudes towards work related learning. One explanation was already made in Section 4.1 that although the participants in the present study were familiar with the use of work as a context of learning, they perhaps did not have considerable experience in work related learning through and thus there was less variations in their responses as one would have expected. A second explanation could be that the participants' length of stay in the UK is more than 20 years. As a result they might have been exposed to British society which might have brought change in the family and social life.

A follow-up research incorporating participants of Bangladeshi community who had greater personal experience with work related learning may verify whether attitudes change as a result of greater involvement with the programme.

Insofar, as the present study is concerned, however, the next phase of the research namely incorporating the in-depth qualitative research may shed some light on some of the underlying reasons for the present quantitative aspects.

5   Chapter Five: Qualitative Data Presentation And Analysis: SWL

5.1 Introduction

The research had two main aims:

1. To conduct an investigation into the attitudes of Bangladeshi disaffected pupils in Yrs 10 and 11 in Camden Schools, their teachers, parents. careers officers and the significant members towards WRL.

2. To conduct an extensive investigation into the effectiveness of WRL for prospective Bangladeshi disaffected pupils in Key Stage 4.

The first part relates to attitudes of the research subjects towards WRL being fulfilled by conducting quantitative research. The data and analysis were presented in Chapter Four. The quantitative research gathered data on the general attitudes of the participants towards WRL. It was discussed that participants indicated their overall favourable attitudes towards WRL whilst some participants indicated negative attitudes. Such reasons of positive and negatives attitudes as well as the effectiveness of WRL were not known at that stage. This forms the second part of the aims, which required the qualitative aspects of the research. Qualitative research revealed a wide range of data in relation to attitudes towards WRL and its possible effectiveness in Key Stage 4. It was discussed earlier in Chapter Three (see Section: 3.5.2) that the questions for the semi-structured interviews were adopted from the 62-item questionnaire of the quantitative research. The open-ended questions were constructed based on key skills, personal skills, curriculum disapplication. and culture and career development in the light of WRL context. The participants were asked the same set of questions in semi-structured, in-depth, hour-long interviews. Supplementary questions were asked where appropriate. The participants focussed on the pragmatic benefits that the disaffected pupils can obtain from WRL in an out-of-school context.

5.2 Relation between two researches: quantitative and qualitative research

The interviews helped to confirm previous data, which was obtained from quantitative aspects, and explore issues in more depth from peoples' perspectives. The interviews also helped to explore the inter-connections between quantitative and qualitative studies. The participants focussed very closely on the various pragmatic benefits that pupils can develop from WRL. Consequently a wide range of variables (themes) emerged. The variables based on which the quantitative research was conducted, had emerged back in qualitative research from the in-depth interviews. Qualitative study also revealed themes based on Bangladeshi culture and tradition (CT), which were not identified in the quantitative research. Figure 5.1 illustrates the relation between quantitative and qualitative approaches. As can be seen 13 categories were produced (see Section 3.4.1 in Chapter Three) based on the skills required for working life, and both research questions were prepared based on these categories. A quantitative survey was conducted with a questionnaire comprising of 62 items and a qualitative case study research was conducted with semi-structured in-depth interviews. A factor analysis reduced 62 items by identifying two factors: SWL and LOP (see Sections 4.5.4.1 and 4.5.4.2 in Chapter Four) which were also emerged back from the qualitative data analysis. Two new themes also emerged based on Bangladeshi culture and traditions. The themes under SWL and LOP are in the hard core of working life. Working life requires many important skills including those listed under SWL and LOP. Culture and tradition are also closely linked up with working life of Bangladeshi children.

Figure 5.1 Quant – Qual Relation (QQR)
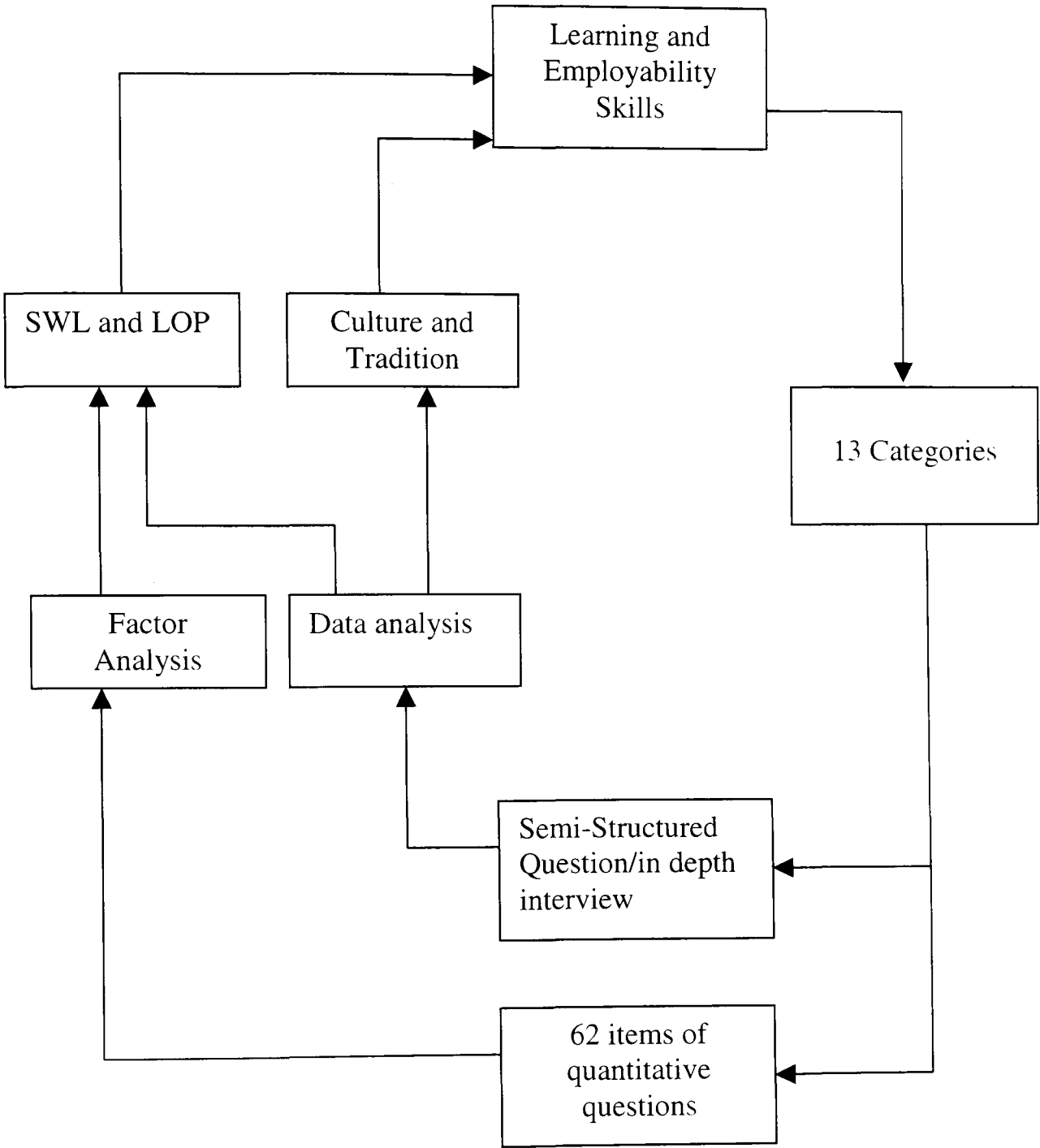
The explorative discussion also contributed towards achieving the second part of the aims of the research, the reasons for the attitudes of the subjects towards WRL and why they thought it would be effective to be adapted at Key Stage 4.

The qualitative data, on analysis (see Section 3.3.5 in Chapter Three), are categorised and grouped under themes: SWL, LOP and 'Culture and Tradition (CT) and are presented in Chapters Five and Six. This Chapter (Five) deals with the relation between quantitative and qualitative research, the change of attitudes of the research participants in the qualitative research and presents and analyses the qualitative data, which are categorised under the theme SWL. Chapter Six will deal with themes related with LOP and CT.

5.3 Change of attitudes of the qualitative research

It was discussed earlier in Chapter Three (see Section 3.4.5) that 24 participants, from those who had either strongly agreed or strongly disagreed in the quantitative research, were taken for the qualitative case study of WRL within Bangladeshi community. The participants were chosen from all sub-groups with equal numbers of males and females. However the saturation point was reached and no new data emerged after 19 interviews, although all 24 interviews were conducted.

The case study interviews revealed very interesting data. The participants who had shown strongly negative attitudes before in quantitative research, now showed positive attitudes to most aspects of WRL. This was due to their lack of familiarisation with WRL provision during the period of quantitative research. However, during the interviews, the participants informed the researcher about their additional knowledge on WRL gained from media including radio, television, newspapers, community links and family friends. They appeared to have more information about the provisions of WRL and its pragmatic benefits and therefore responded more positively. The participants with positive attitudes in the quantitative research gave similar information and firmly adhered to their views. This change in attitude is consistent with Hovland, Janis and Kelley (in Wagner and Sherwood, 1969). The authors highlighted that attitudes could be changed with change of new information about an object. In this research the participants received new information from different sources and updated their attitudes

One male parent confessed that, during quantitative aspects of the research, he did not have up-to-date information on WRL provision other than information contained in the covering letter and from a two-week Work Experience for all pupils in Yr. 10. He gained information from a relative (Lecturer in a University) who was involved in the Evaluation Report "New Start Project" commissioned by the DfES (1997-1998); and he then informed other people in the community.

> "I knew only from your letter. However. my cousin who works in a University detailed me on WRL, and then I talked to neighbours. friends etc".
>
> Male: Parent

It should be mentioned here that the said evaluation report was consulted in the literature review in Chapter Two (see Section 2.7).

Their teachers and parents updated pupils. Significant members, teachers and careers officers had fair knowledge before, however. updated from the sources including DfES materials, newspapers, colleagues and friends.

> "It is interesting. The work experience co-ordinator of our school informed and also we heard from Bangla TV and friends".
>
> Female: Yr. 10 pupil

> "I was fairly familiar before, and comprehended later from different sources".
>
> Male: Teacher

However no changes in attitudes were evidenced with participants who had strongly agreed to most aspects of WRL. One teacher and one parent now 'strongly agreed' (previously "strongly disagreed") to the question whether WRL can help the pupils in offering NVQs in Key Stage 4. They explained that recently received material from Ofsted regarding inclusion of NVQs in WRL provision at Key Stage 4 updated them.

> "Ofsted report revealed interesting information on WRL"
>
> Female: Teacher

5.4 The categories and themes (SWL)

It was discussed earlier in Section 5.1 that 24 interviews were conducted. All were audio taped, transcribed and analysed on constant comparison method of iterative process, based on Grounded theory. The participants focussed on a wide range of

improvements in various skills (see table.5.1) that pupils could develop from this provision. The themes associated with 'SWL were presented under 'key skills' (see Section 3.4.1 in Chapter Three), personal skills', social and life skills' as shown in table 5.1 and illustrated in Figure 5.2. It was discussed in section 3.4.1 that the components of key skills are communication, numeracy. IT, working with others: problem solving and improving own learning and performance. These themes emerged from the data analysing on grounded theory approach (see Section 5.4).

Table 5.1 SWL.

	Communication Skills	Numeracy Skills	IT Skills
KEY **SKILLS**	Verbal skills Writing skills Reading skills Listening skills Telephone conversation	Carry out calculations Solve problems Number power Application of number	Word Processor Spreadsheet Printer Internet
	Problem Solving	**Improving own performance**	**Working with others**
	Solve problem alone Identify problem Come up with ways of tackling problems Make action plans	Learn things easily Take responsibility Improve and always getting better Ready to learn from colleagues Punctuality	Work in a team Get on with others Work on shared projects Take instructions Communicate
Social and Life Skills	Interaction with others, quality of relationships, Ability to mix with wide range of people Independent travel, Punctuality/attendance, Handling money		
Personal skills	Motivation, Self-esteem, Self-confidence, Responsibility. Reliability. Maturity. Working under pressure		

Figure 5.2 SWL

Data

Concepts

Categories

Personal Skills · Communication Skills · Numeracy Skills · Information Skills · Problem Solving Skills · Working with others · Improving own Performance · Social & Life Skills

Key Skills

Skills for Working Life

Theme
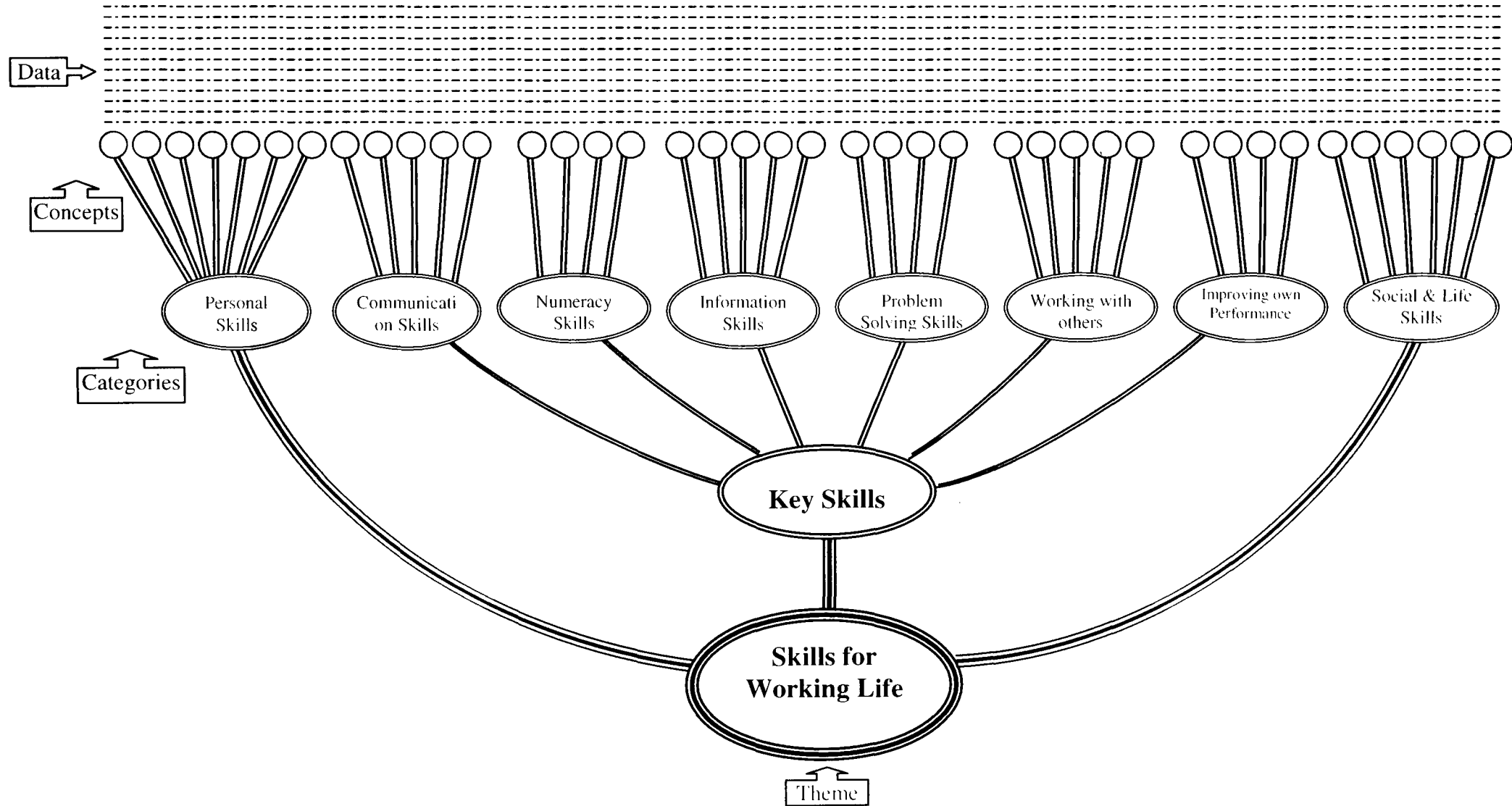
5.5 Data presentation and analysis: SWL

Table 5.1 has listed categories under key skills, personal skills and social and life skills, which are grouped under SWL.

5.5.1 Key Skills

Key skills were discussed in section 3.8 in Chapter Three. According to DfEE (1999b) key skills are:

> "...essential skills that people need in order to function effectively as members of a flexible, adaptable and competitive society. They are also invaluable in helping people function within society and for lifelong learning." DfEE (1999b)

Key skills help people to be able to be capable and self-assured in communication of both verbal and written skills; numerical skills in interpreting, collecting and presenting information and dealing with numerical problems; using IT; working in a team and being able to improve own learning and performance; and solving problems. Most disaffected pupils cannot develop these important and employable skills in a school context. WRL can enable pupils to develop these skills (DfEE, 1997i). The following sections deal with data collected from the participants who were asked to express their attitudes and reasons for their attitudes on WRL.

5.5.1.1 Communication skills

According to QCA, communication skills are the combination of written and oral skills. Written skills include the skills required to write short/long documents, reports, memos, letters, fill forms, take orders, edit and update reports. Oral skills are required to be able to listen, or participate in discussion, communicate with others, present, converse on the telephone, interpret and pass on information (Spilbury, 2000; a study for Focus Central London; and Ofsted, 2001g). Those skills are very important components of key skills required for working life. It is discussed earlier in Chapter Two (see Section 2.4.1) that one of the key indicators of cause for disaffection among many Bangladeshi young people is language deficit. Their low levels of attainment at school are strongly related with their poor communication skills (Haque (op. cit) and Modood, 1997).

Many employers will demand high levels of written and oral skills although there are some employers who do not require such developed communication skills, e.g. for

practical work such as motor mechanics, plumbers, electricians, carpenters, bricklayers, fashion designers, machinists etc. These occupations demand practical hand skills as essential criteria for selection. (Careers and Occupation Information Centre, 2002) The disaffected pupils, who cannot progress through the NC, can develop their communication skills by following the out-of-school provisions of WRL. (NFER op. cit; Demonstration Projects, op. cit, New Start. op. cit)

It has been discussed earlier that many Bangladeshi disaffected pupils need a considerable time to develop basic skills from classroom-based teaching, but on the other hand they perform better in the practical approach. Their parents are their role models, particularly males who work in family businesses e.g. restaurant trades and tend to absorb their adult sons and relatives into their business (The researcher's own experience).

Each respondent of the qualitative research expressed the view that communication skills require practice and can be developed by regular interactions in the desired language with others. The pupils at Key Stage 4, who could not achieve good communications skills by following the NC at school, can develop and improve their skills on placement with employers one day per week for up to two years by following the out-of-school provision through WRL programmes. They recognised this to be one of the most important components of the key skills and claimed that many Bangladeshi pupils rarely develop by following the NC. However their practical skills suggest that they could benefit from a WRL programme

> "It is (WRL) a practical approach towards improving many important skills including communication skill. By regular practice in communicating either orally and or writing the pupils will improve their skills. Practice at the placements will pave the way towards achievements, at a placement they would perhaps have to write letters, notes, short slips etc. which will at the end prepare them to write precisely and effectively. I would like to encourage them and their parents towards WRL"
>
> (Male: Teacher)

The above statement is quite dogmatic: suggesting the only way to improve communication skills is through WRL. Is it perhaps acknowledging that language learning may be facilitated by immediate reference to action and reality that the other situation improves?

However he added that the pupils should be selected and placed appropriately according to their ability and interests.

Both male and female pupils from Yrs 10 and 11 had a similar viewpoint. They believed that the practical approach could be most effective in developing communication skills, which is often under-developed by pupils in a school context. Regular conversation using the telephone and interacting with others on placement can help them develop appropriate oral skills. One male Yr.10 pupil commented that:

> "Telephone conversation will increase the communication skills. In school there is no such opportunity".

(Male: Year 10 pupil)

One female Yr.10 pupil pointed out that Bangladeshi new arrivals find greatest difficulty coping with accents; however this skill can also be acquired through work placement.

> "Telephone can help picking up communication skills by talking with people with different accents. WRL would be an opportunity through a practical way to improve oral skills"

(Female: Yr 10 pupil)

However pupils expressed concern in regard to discrimination amongst employers. Two male Yr.10 pupils previously, who had both positive and negative attitudes, warned that precaution should be taken so that the employers do not discriminate against pupils because of their age; and regular monitoring should be conducted. One male and one female pupil from Yr. 11 suggested that the placement should be offered based on career interests of pupils.

Every respondent from all sub-groups passed similar views that listening skills are also very important for working life. Through WRL, whether placed with an employer, training provider or college course, pupils can improve their listening skills by following instructions from their line managers or co-ordinators. They believed that listening and following instructions concerned communication. Placements require pupils to listen carefully to their managers' or supervisors' instructions and to follow the instructions diligently to fulfil or complete a set task. Practising on regular basis can help them develop their communication skill. Such opportunities are not usually available in a school context.

"To my experience, many pupils, on their return from two weeks of work experience have claimed that a short period of practice have improved their listening skills and overall communication skills".

(Female Careers Officer)

This may indicate a general preference towards WRL by this careers officer. who may well have seen a large number of disaffected pupils. The opportunity for experiencing a different type of learning could lead to a more careful observation of the pupils.

Conversely one female parent, previously with negative attitude, expressed her concern for the culturally shy Bangladeshi girls some of whom hesitate to talk to someone other than their school teaching staff when in an out-of-school context. She suggested that female mentors could be employed to make WRL provision beneficial for them.

"Some Bangladeshi girls at 15 or 16 years of age can find the out-of-school provision a hurdle in their lives, because they are shy by nature and they may not like to talk with some male who they have never seen as a teacher. So they will be frustrated and feel nervous to talk to any male adults other than teachers. However a female mentor can support them".

(Female: Parent)

But many others were against this view. They believed WRL could enhance their daughters' language development. Initially in one or two cases there might be short-term concerns, but it could be far outweighed by the long-term benefits. Once pupils are familiar with the new environment they could be motivated to respond to any activities that WRL includes. According to another female parent:

Bangladeshi girls, once they can find the pragmatic benefits of WRL, will not hesitate to be involved in it. Particularly when placements are concerned, they will like hands on practical learning by using telephone, talking with people at work. Many Bangladeshi girls, who could not find access in further education or training. have found work in several Camden High street shops. They are now quite smart in speaking English.

(Female: Parent)

This is consistent with the evaluation report of the DfEE funded AR Project (see also section 2.7.5 in Chapter Two). The Report revealed that even the shyest young people were able to develop their communication skills.

'Talking to people you don't know, like getting to know folk'
Final Report of the AR Projects: p28.

Each male and female parents and significant members stated that WRL provision out-of-school context, if planned well and designed to meet the requirements for the essential skills of the disaffected pupil to develop, then those pupils who fail in schools to develop their language skills, can be able to improve their latent skills including language. They went on to say that language is one of the main reasons why Bangladeshi children are under-achieving in education. There are children who speak good English but cannot write well and also there are others who can neither speak, nor write well. They believed that the pupils can pick up the necessary skills through the WRL provision and find employment. They claimed that many first generation of Bangladeshis came to Britain with little or no English. However they had been able to find employment in British plastic/leather factories and manufacturing industries. They picked up oral and written language skills in their work place by regular interactions with indigenous colleagues, writing short notes, names of tools etc. They became successful in their employment. These people, with no appropriate language skills developed such skills within their work place and contributed substantially towards building leather, catering, and textile industries in this country (Adam, Choudhury and Harun as in Lais, 2003). The significant members went on to say there are jobs requiring lesser language skills such as machinist, motor mechanic, designer etc. that could be suitable for them. Consequently they could potentially prevent themselves from being disaffected and excluded from the society, rendering them unable to contribute positively to the British economy.

"Like their elders they can develop communication skills at work placement."
(Male: Significant member)

Two male parents, one having previously positive and the other one negative attitudes and also all significant members, pointed out that Bangladeshi catering industry in Britain has about 60,000 Bangladeshi employees most of whom had learnt their spoken, and to some extent written, English at their work places. Also, though to a lesser extent, there are Bangladeshi employees working as waiting staff,

chefs and cooks in English-speaking environment who once had very limited language skills but had picked up adequate skills during the course of their work.

> "Should there be an appropriate and workable curriculum for the disaffected pupils to follow at work place every week I am sure the rate of under-achievement amongst the Bangladeshi community and also other communities will be reduced sharply".
>
> (Male: Parent)

However these two male parents pointed out that employers should not stereotype Bangladeshi children as having low esteem.

According to the researcher and all participants, the pupils should develop language skills during their school/college lives that could be used in their working lives. However all students cannot respond equally to the demand of the school curriculum due to lack of academic skills. It was discussed earlier that Bangladeshi disaffected pupils have shown signs of progress in developing their language skills in work placements (Lais's research. See Chapter 3: Pilot research). Skills which they fail to develop at schools were developed during their Saturday work placement. One parent felt very strongly about WRL provision. He described his life story of how he had contributed in the British Economy after coming to this country without any English and how he learnt English in the work place.

> "I speak English no good. I come U.K. in 1951. Then me no read, write, speak English or even Bengali. My one friend Mr. Ali Bangladeshi, friend come to this country same time. He speak good English. He take me to Mr. Morris, manager of Ford company for work for me. Mr. Morris interview me. I no understand. Mr. Morris speak English and me speak Bengali, hinting with finger, head, mouth (body language). Then Mr. Ali come for help. I got job under Mr. White as labourer for loading unloading. Mr. white a nice man. He likes me. His wife call me brother because I look like her brother. I call her my sister, no racism then. I learn English A. B. C from Mr. White and his wife. I then learn small word, name of tools I use in work. Mr. Morris was happy and give me promotion. I become store assistant. I write names of tools I give to workers and check them when they return. After 3 / 4 years I become store boss. Two African, 1 White work under me. They know good English than me-but me have skills and experience. So I think language not main thing. Main thing is school, main thing is teacher, main thing Education system and main thing is brain. Bangladeshi children may be no good in English, but they good in handwork. They have brain. Many people say Bangladeshi children no brain. I say this people-no brain. Bangladeshi children can speak, can read can write good in work if they not good in schools".
>
> (Male: parent)

This parent, like many first generation parents, picked up important skills from the work place. He claimed that Bangladeshi children can use their potentials at WRL.

Several participants had indicated their attitudes narrating different stories of their life experiences to explain the effectiveness of WRL. According to them language should not be seen as a barrier towards development to one's fullest potential. Some parents expressed their dissatisfaction with the education system arguing that the system does not allow access for many Bangladeshi children. Even bright pupils, who have achieved in Bangladesh, are listed as disaffected and at risk at GCSEs in Britain primarily because of their disadvantage in language though they possess skills in Maths, IT and practical work.

The researcher has substantial knowledge of Britain's education system. He argues that if a group of children from the U.K, who are not of Bangladeshi origin, are required to live in Bangladesh with their parents and are admitted into primary and secondary schools to follow a Curriculum in Bengali medium, they could find similar challenges to overcome as those faced by the migrant community. Some pupils may learn Bengali and progress through the curriculum, but others, perhaps a significant percentage, may find it equally difficult to learn Bengali and speak, read and write Bengali to the required proficiency. A communication gap may be created between teachers and their pupils. Neither pupils nor their teachers could understand what each is saying. As a consequence both teachers and pupils could potentially lose interest in the work. The pupils could potentially be demotivated from attending lessons and play truant and engage themselves in an unsuitable pattern of behaviour, leading them to become disaffected and at risk at SSCE (GCSE). Because of their poor knowledge and skills in Bengali and the absence of an alternative provision to utilise their academic and other skills, they could face a bleak future. Eventually they may leave education without formal qualifications and find difficulty coping with post-16 options, destined one day to become socially excluded. Many Bangladeshi children in Britain face a similar experience. Because of their underdeveloped language skills, their potential is not fully developed. Therefore, the researcher of this study argues that, Bangladeshi pupils' language skills should not be used to assess their talents (Lais, 2003, the Runnymede Trust, forthcoming, Volume 336, December Issue, 2003).

5.5.1.2 Numeracy Skills

Numeracy is the other important component of key skills. Numeracy skills are the basic activity to carry out calculations and the ability to solve problems by using numbers. Numeracy skills vary from occupation to occupation. Higher levels of numeracy skills are required for senior jobs, including managerial and professional occupations. On the other hand, junior jobs such as clerical, secretarial, motor mechanics, plumbers and carpenters require basic numeracy skills. The pupils, who could not develop their numeracy skills in school, can develop and improve their numeracy skills in work placements each week (NFER, 2000; Demonstration Projects and New Start Initiative 1999).

All pupils from Yr. 10 and 11 have expressed their concerns on how Mathematics is taught in schools and expressed views on how they would prefer to develop their skills. The schools aspire to a policy to respond to all pupils irrespective of their abilities. Unfortunately the support for many pupils is not appropriate. It was claimed that the school's Maths teaching methods were not appropriate for many children who were relatively weak in English. It is textbook and theory based rather than practice and evidence based. Numeracy skills are essential for adult life. One male Yr. 10 pupil commented:

> "Can you measure the length and breadth of a pipe? Can you find out how much carpet you need for your sitting room? No. You can't. The teachers will give you big books but does not teach you how to apply practically. Weekly placements will help you learn practically what you need for your real life".
>
> (Male: Year 10 pupil)

However another male and female pupil in Yr. 10 cautioned that equal opportunity policy should be implemented in selection of pupils and placements otherwise many pupils might waste their time due to inappropriate option.

Three pupils were concerned about the importance of Mathematics in the job market, as many employers in the retail industry require skills in Maths as essential. Some of their relatives remained unemployed a long time because of poor skills in Maths. Their chosen careers in retail required substantial skills in calculating VAT, something never learnt in school. They expressed their positive attitudes towards WRL. Employment in a supermarket, for example, gave regular practice in

numeracy, and helped realise the potential of Bangladeshi pupils. One Yr 10 pupil said:

> "My cousin since she left school last year is jobless. Each place she went she was asked to work out VAT and some other numeracy test. She was bad in maths like me. She never learnt in school how to work out VAT. I am sure the new provision would bring fortune for those who did not find much luck in school".
>
> (Male: Year 10 pupil)

One Yr. 11 pupil explained that he had improved his skills in maths by working in a textile shop at weekends. He was required to measure materials, cut to size, calculate VAT, total purchase price and prepare the invoice. He had improved his Maths skills (Ofsted, 2001e) substantially from obtaining G grade in mock exam in Yr.10 to D grade in Yr.11 and at present his GCSE prediction is C grade in Maths. He has been offered a full-time job on leaving school.

> "Whatever I have learnt in 6 months through weekend work, I did not learn in 6 years staying in school. Now my teacher predicts C grade for me I think the schools should think about regular placement".
>
> (Male: Yr.11 pupil)

One Yr. 11 student (female) with good spoken English was concerned about the affect of joblessness in married life. Many Bangladeshi women marry Bangladeshi men originating from Bangladesh and they face multiple immigration problems trying to settle their husbands in Britain if they are not employed and financially solvent. She thought this was linked to skills in Maths that could enable her to find work in the retail sector, where many of Bangladeshi young women were working and who developed their skills in Maths through weekend jobs.

> "Many jobs need not only good English oral skills but also skills in Maths as well. My friend's eldest sister failed in all GCSE subjects. But she is clever. She had improved her Maths by helping her father in his restaurant. Now she has a job in a shoe shop. She does not have any worries. She can support her husband financially".
>
> (Female: Yr.11 pupil)

Both male and female teachers and career officers had similar views. Some expressed strong attitudes for WRL provision, which can help many disaffected Bangladeshi children improve important components of key skills lacking in the formal curriculum.

"WRL is an appropriate provision. The provision will definitely help many Bangladeshi children to improve planning and analytical skills. Stock taking, pricing products, measuring materials ... all these should contribute towards raising their numeracy skills"

(Female: Teacher)

"Bangladeshi children in general are skilled in craft related work. I can't predict on their other GCSE subjects, but I am pretty sure that they are among the best group in my craft lesson. Their enthusiasm and skills suggest that they would do better in a proper and regular placement at out-of-school context. Their practical hand skills are their capitals. They would master themselves in developing and improving numeracy skills further in a practical environment what we cannot offer at school and they would be able to find career prospect at 16 and protect themselves from being unemployed".

(Male: Teacher)

"To my knowledge, many Bangladeshi children have poor profile in academic subjects but their predicted grades in Art and Design and Technology are quite high. They enjoy practical learning. I remember...one Bangladeshi boy was placed in a carpet shop for two weeks of work experience in year ten. He worked with measuring carpets to sizes and calculating the costs. On his return from work experience, he was found very confident in general calculation and figures that had been his hurdle for long time. I think WRL could work better to help Bangladeshi children to develop their numerical and skills planning ideas better".

(Male: Careers Officer)

All parents claimed that if there were opportunities for individuals to develop to their fullest potential then the rate of youth unemployment in the U.K could not be so high. The pupils, who did not achieve well in numeracy in schools, may shine in the workplace. The teachers should ascertain what skills the children possess and suggest suitable areas of work. One parent explained that the numeracy skills she obtained at school did not successfully secure her a job in a fashion designer shop on leaving school. However voluntary work with another fashion designer helped her pick up the necessary numeracy skills, which enabled her to find a full-time job with a dressmaker.

"In a short time I became confident enough and found a job with another fashion designer. Today, I own two shops and more than twelve employees working in my shops. The time I had spent in maths lessons in school did not bring any fortune for me but only a 4 month of voluntary fieldwork had built my career. Likewise many Bangladeshi pupils can learn how to design and plan dresses in placement".

(Female: Parent)

A question may arise here that, does this quotation give actual evidence that maths skills are acquired through WRL? A simple answer would be 'no' because a close examination of WRL process would be required.

The complexity of disentangling maths the 'work' process has been explored by commentators such as Lave (1988). For example, she discusses learning 'maths' via shopping and knitting, and concludes that there is no simple proportionality in the maths learning process when balanced with the WRL activity. In her words:

> "The proportional contribution of each to the process of activity as a whole varies from one occasion to the other, there is no fixed procedure for maths for shopping, nor do they have symmetrical effects on one another".
>
> Lave (1988, p99)

Whilst, therefore, WRL seems to provide valuable opportunities for learning (maths or Geography for example), the proportionality of learning is hard to estimate (lave, 1988).

The male and female parents with negative attitudes previously agreed that WRL could bring about real improvements for many pupils, but cautioned that as it was outside the school context, socialisation may be a problem, and suggested implementation of programme as early as Yr. 9 (age 13-14).

Conversely, all other participants viewed the education system as very traditional and inappropriate in addressing the demands of many pupils. Maths is taught at schools in an academic oriented process. Pupils should read and understand effectively, irrespective of their learning skills, whether academic or non-academic. They went on to say that pupils, with little literacy skill, cannot utilize their practical skills to learn numeracy by application in schools, and are among those who are at risk with GCSEs. A sound example of their latent practical / numeracy skills that can be developed and improved through practical work could be given by catering staff employed in the Bangladeshi Catering Industry in Britain. In particularly the kitchen staffs (chefs) are required to have a high level of numeracy skills in mixing spices and weighing ingredients of dishes. In most cases the chef has neither a good record in Maths at school nor are they vocationally qualified. Another significant member of the Bangladeshi community pointed out that mixing ingredients for cakes,

biscuits, other sweets. curries and Tandoori dishes proportionally to the desired tastes requires numeracy skills. Many Bangladeshi's had not acquired such skills through the NC, rather they learnt by following others practically at work. The following quotes illustrate how Bangladeshi's. employed in the Catering Industry. have acquired numeracy skills whilst in the workplace.

"This (WRL) will enable the pupils to acquire their basic learning skills e.g. reading. writing and arithmetic easily. School's caring approaches do not care their skills they possess. They should have right options to use their full potential, and practical applications are the right options".

(Male: Teacher)

"Bangladeshi Catering Industry has more than 10,000 restaurants and take-outs. Their famous dishes like 'Chicken Tikka Masalla' and 'Balti and Korai gosht' cause mouth-watering for many Indian food lovers. The architects (chefs) of these dishes, for many cases, do neither have any NVQs nor any successful GCSE maths grades. They learnt the numeracy skills at work".

(Female: significant member)

Another male teacher commented that many Bangladeshi pupils achieve higher grades in subjects with highly practical content but struggle with those subjects, which require certain levels literacy skills, English, for example. As they are not finding appropriate support in the academic-oriented curriculum, it would be worthy for them to develop their skills by different approach. He claimed that they could develop their skills well through WRL and complement with GCSE work.

"Hands on practical work is more worthy than struggling with Shakespeare."

A male teacher, 2001

5.5.1.3 Information Technology (IT Skills)

IT skills are among the most important components of key skills. Generally, employers require two levels of IT skills: general and higher level IT skills. General IT skills include word processing; Excel, spreadsheet, database and the Internet. which are dealt with in the Windows environment. Higher-level IT skills include programming and application writing. According to DfEE (1999b), QCA (2001a). NFER (2000) and New Start Projects (1997), work related provision encompasses the IT facilities to offer general skills to pupils who can benefit from it. This can be available through three of out-of-school contexts: employers with IT facilities. training providers and FE colleges offering IT courses. IT could be appropriate for those disaffected pupils who have a keen interest in the subject and want to build an

IT related career but have not so far obtained appropriate skills. Depending on the placement and opportunities (also see pages 172 and 173) pupils can develop their IT skills For the reasons mentioned above (last two pages) the participants hold the belief that Bangladeshi children with practical skills could perform better in the WRL provision.

Pupils from Yr. 10 and 11 talked about tangible benefits of WRL and emphasised on IT options. They believed that the future job market would be biased by the need for IT skills. Employers expect candidates to have sufficient IT skills to manage their work, (at least the general IT related work) and WRL could be an opportunity to develop these skills. Several teachers, careers officers, parents and significant members expressed their strong views on IT skills. IT is going to be part and parcel of daily life. The more the skills acquired in the field of IT, the better the career prospects. Among the disaffected children who have an interest in IT, they can follow the work-related provision and develop the general IT skills before they leave school. The additional experience gained by following half-a-day weekly out of school programme can work as a watershed in the lives of many Bangladeshi underachievers. They went on to say that pupils in WRL placement could benefit from improved IT skills as they can practice in an environment outside the school. Some students do not find the school environment appropriate to develop skills, including IT and could follow the WRL option as this may better suit their learning style. As the entire employment market is going to be influenced by IT advances, competencies in IT could be a platform, or a stepping-stone, for future prospects. Some Bangladeshi children are doing very well in the NC (28.5 %, The Census, 2001), whilst others are not. Many girls, as well as some boys, aspire to work in offices as receptionists. Their parents are supportive of such ideas but their limited IT skills, despite their improved levels of communication skills, act as barriers in their progress.

> "Man you need IT skills. The future world will only ask for IT. No IT skill then no work. I am thinking to buy one PC".
>
> (Male: Yr. 10 pupil)

> "My sister with good skills in English is unemployed for last 15 months, because she does not know IT. In school she did not learn IT. I started to learn IT in Yr. 10 during my work experience weeks .in two weeks; I have learnt how to open a file in the computer and how to save it! I feel work experience should be for long time.

The things what you can't get from school, you can get from work experience. I don't have any worries, I can get a job.

(Female: Yr. 11 pupil)

"I believe these girls and boys could establish a good foundation of their lives if they were able to follow a longer period of placements. I will certainly encourage pupils at Key Stage 4 to follow a WRL provision should it be included with the school curriculum through disapplication".

(Male: Teacher)

One male and one female from Yr.10 and two males from Yr. 11 expressed their concerns that care should be taken to ensure pupils are appropriately placed according to their career choice and ability. Also steps should be taken to eradicate racism amongst teachers and employers (Modood, 1997). One female parent and one female significant member said that pupils could follow a WRL programme for two years at Key Stage 4 (Years 10 and 11). Yr. 10 pupils can start the provision at the beginning of the academic year. However those who are already in year 11, and not previously involved in the provision, can also enrol themselves should they wish to do so. One of the main objectives of WRL is to offer opportunities to pupils for up to two years so that they can develop important and desired skills to use on transition to work at 16. Pupils interested in building a career in IT can find it easier to improve their IT skills they failed to gain at school.

"Computers are the future and have already become a part of our lives, so it is good to start at a young age. If the pupils, before leaving school, can develop IT skills then that would help them take a college course for further education or a job. So the danger of unemployment could be reduced. I think weekly practice over a period of long time under guidance and teachers' monitoring should help the pupils to develop their IT skills in word processing, excel or spreadsheet etc. IT is most important for employment development".

(Female: Significant member)

"I have a child. One boy of 23. He is a Computer Engineer. He is lucky, he has got a nice job. Then my daughter, 18. No job for her. No speak or write good English. No computer brain, so no work. My number three child is boy, in Year 11. Teacher say he fail everything. We like computer work for him like my big son. I have buy one computer. My big son help him. My last daughter in Yr. 9. I am very happy, I am sure send him for long experience in Yr. 10 and 11. Inshallah (God Willing) he like computer same his big brother. I wish all child of all father mother go WRL"

(Female: Parent)

One male and one female parent pointed out that although employers discriminate against the nationality and achievements of Bangladeshi children, WRL could empower pupils to realise their potential. One careers officer felt that employers

could think twice about investing in a learner of IT skills. The employers may find it encouraging investing for a longer period – however as long as the pupils are not absolute beginners.

> "Often skills in IT are not tested until they are used in the real situation. However, employers are unlikely to invest a lot of time in training young people, so they would need good IT skills to start with. There may also be limited in the kinds of IT they can try out. For example, it may be easy for them to practice using packages such as word processing, spreadsheets, but they are unlikely to be given access to a live database. The young people might feel limited in their range of what they can do. This is borne out by the difficulties reported by training providers in finding suitable placements for their trainees".
>
> (Female Careers Officer)

However, the reports from DfEE Projects (op. cit) and Ofsted (2001a) suggest that disaffected pupils with interest in IT have acquired substantial skills and many of them have entered into paid employment and FE colleges. They have seen the positive side of their lives and re-engaged themselves in education. The pupils were first assessed on their abilities and a tally was made with the employers' requirements.

One female teacher and one male significant member stated that thousands of Yr. 10 pupils are taking work experience for two weeks every year, which include IT based experience. Year 10 pupils may, or may not, have much experience in handling computers, but in many cases pupils expressed their satisfactory new IT experiences on their return from work experience on their return from work experience.

> "To my experience as a work experience co-ordinator, many students choose IT placements nowadays. This is also an interesting area for many Bangladeshi young people as well. Our records suggest that having only a two-week work experience, the pupils gather insights into careers, and IT careers are more in the list where students go into. Bangladeshi pupils whether able or less able they find the two-week placements very helpful. I think WRL can bring better opportunities to gain substantial skills in IT and on leaving schools they would be able to find a path, however, away from being unemployed".
>
> (Male Teacher)

> "My organization takes pupils on work experience every year in the IT section. They (pupils) start from scratch and towards the end of two weeks they start to help us in typing and other generic manner. I believe our Bangladeshi children who did not find enough luck in schools will do much better in the WRL route. Our children are not dull. They need opportunities to utilize their skills. Our fathers operated cranes, engines, machines etc. within the country. Technical competencies are in our blood. I am sure our future generation will be able to prosper in IT which is the

demand of present days should there be appropriate provision for them such as WRL".

<div align="right">(Male: Significant member)</div>

5.5.1.4 Working with others

Working with others means working in a team. Team-working skills can be defined as the ability to get on with other members of the team. to work on shared projects, to take instruction, to work together with other people and be able to communicate and learn skills to help out others.

(Source: Employer Survey, 1999)

Many pupils, teachers and parents expressed their views that provision of WRL could be an opportunity for pupils to develop their skills in working with other people, share their views, experience and thus could improve their skills for emlpoyment. Experience of working in a team is one of the most frequently asked questions by employers. These skills are seldom developed through school. Skills of getting on with others can be achieved by being practically involved as part of a team in extra- curricular activities. This could consist of members with a varied range of ages and attitudes. The participants further added that on leaving school, young people can find it difficult to mix with adults in their work placements, but if they practice and develop their skills over a period of two years during Key Stage 4 by following the WRL provision, they could be more confident and skilled in working with others.

> "Man teamwork is important. Employers will ask about your teamwork experience. Unless you work in a work placement you can't develop your skills. Schools never teach you the skills to work with others".
>
> (Female: Year 10 Pupil)

> "To get on with others who may be older and more experienced than you is not an easy job, you need mixing and working with them and thus you know one another".
>
> (Female: Year 11 pupil)

Two males and female pupils from Yr. 10 and 11 added that the school should monitor progress frequently ensuring that employers are treating all pupils equally. The teachers and parents indicated the benefits of WRL in relation to developing skills by sharing experiences and views from other people at work placements.

"Sharing experiences from colleagues is a learning process at work. Disaffected pupils can find WRL helpful to improve their learning, which they could not learn at school".

(Male: Teacher)

"Pupils can practically work towards building skills in relation to respect other views and share knowledge from experienced staff".

(Female: Parent)

Several parents, teachers and careers officers expressed their concerns that those pupils, who underachieve in education, leave school without any formal qualifications. Despite their sincere desire to be employed, for example, as an office junior or in the retail sector they are discouraged because of their poor GCSE achievements. The pupils have no other qualifications or skills to support their application. The researcher argues that the employers set some key criteria in recruiting people through careers office including GCSEs, or NVQs or experience of work. The participants of this research are thinking the similar line in relation to the employment of the underachievers if the can have developed skills which are required by the employers including for example working in a team could help them satisfy many employers.

In such situations, if the disaffected pupils took extended work experience through work-related provisions for up two years, then skills developed through this context could work as a watershed for their job applications. They said that there are employers who do not look for GCSEs, but may look for skills and experience of team working, sharing knowledge and learning from others. Their budget may not offer a tailored training course but they expect their employees to be trained on the job by following senior and experienced staff.

"Employers ask for skills and experience. They require someone who has evidence of working in a team and gained skills to work with others. Schools do not offer this through their curriculum. They should send their students for extended work experience to learn important skills including working in a team which will support their application for work".

(Female: Parent)

"No experience no work. I say if no work then how I have experience. Bangladeshi children not good in school. They not find work. They have no experience, no certificate (GCSEs). Then why employer should give them work. I not blame employer. I blame school. If students not good in education. School should send them for experience. They (students) can mix, talk, with others and get experience. This experience then helps for a real work".

(Male: Parent)

The above parent had contributed already in the research in the "communication" section.

One female careers officer commented that vacancies received in Careers Centre from employers in Greater London for young people aged 16 to 21 years old do not always require GCSEs or A` Levels as essential criteria.

> "Employers do not always require GCSEs, but they require some important skills necessary to suit their team including experience and skills of working with others, liaising with colleagues and managers and also sharing knowledge and learning from others".
>
> (Female: Careers Officer)

> "Teamwork is important. You learn skills in sharing and caring views of others".
>
> (Male: Year 10 pupil)

One male parent and one female from Yr.11 expressed concerns on the aspect of WRL provision that children aged 14 and 15 might find difficulty working with adults they have never seen before. They might lack confidence in approaching senior staff to share their knowledge and also senior staff may potentially ignore them because of their age and status. This could create an obstacle in their learning process. However, they went on to say that a well planned extended work experience, which is monitored by teachers on a regular basis, could help pupils to learn. One Yr 11 pupil complained that:

> "Adults sometime may ignore you as you are too young and with no experience. In my two-week work experience placement in an office I learnt nothing but making teas and coffees for the staff. They wouldn't speak to you if you ask them something, which you don't know. They think you are a baby to play with. However, an agreed way to help pupils and regular teacher monitoring would help pupil learn. "
>
> (Female: Year 11 pupil)

Conversely, one significant member, one careers officer and four teachers expressed their views and experiences that experienced and senior staff are aware of the requirement to support and co-operate with new staff and trainees and to some extent to train new recruits to reinforce skills to improve the company's overall productivity. Whenever extended work experience placement is concerned, it could be within the company's policy for senior staff to train pupils on placements. This is akin to teaching in Schools, in that, students expect teachers to teach and teachers are

aware of their responsibilities for students. This awareness and responsibility can play a significant role in motivating young people to learn from their senior staff.

> "The employers who will be involved with the provision of WRL will invest in creating new work force by allocating time for their experienced staff. This investment will work as 'give and take' for them. In one hand the employers will invest time to train the young people and on the other hand the achievements by the young people will produce the benefits for the employers. That is the more investment, the more the productivity".
>
> (Male: Teacher)

> "The pupils can find a different atmosphere in extended work experience placement than that of a two week placement in Year 10. Here the expectation by both pupils and employers will be different. The employers will try to train the pupils to develop their skills, whilst working with others, through socialisation and mixing with different staff in the placement."   (Female: Significant member)

Although these quotes show a strong enthusiasm towards WRL, these two participants perhaps reflect the opinion of first and second generation immigrants who had survived through practical learning and workplace realities, and hence used their experience to inform their views, and that of their children.

However it is important to note that the impacts of WRL are dependent on the type of placement and opportunities available. As regards work-based learning and its outcomes, Hughes and Moore (1999) argue for a non-academic form of learning which could result from work placement. However they cautioned that one should not generalise the outcome of work-based learning, because an inappropriate placement can offer little to an individual, whilst on the other hand an appropriate placement can offer more benefits which can not even be available in class-room teaching. The quality of the work place experience is the essential element (Hughes and Moore 1999).

Billet (2002) claims that even though classroom-based learning offers significant contributions there are other routes, including learning at work places. The learning of individual pupils is influenced by these placements by shaping the participation in work. The learning is provided by work places via individual's involvement in work practices by either direct (e.g interactions with others) or indirect guidance observation). The learning is shaped in the work place according to the types of access available for learners to be involved in various kinds of activities as well as

both direct and indirect guidance which are accessible to the individuals. However the opportunities in the work place are not equally available. An employee who is required to repeat the same task every time may have less opportunities to learn in a wider range as they are restricted to few tasks. Whilst individuals who have better access and support are likely to accomplish better results. However, Billet argues that whether the opportunities are freely available or otherwise, the individuals can still learn through 'rich' guidance which could include interactions with colleagues and observation of other's working. In a similar way, the acquisition of knowledge, difficult to attain alone, will depend on the accessibility and support. Therefore the learning outcomes are dependent on the 'richness, of the opportunities provided by the work place (Billet 2002).

5.5.1.5 Problem Solving Skills

Problem solving skills can be defined as the skills enabling someone to solve a problem alone, identify a problem, come up with ways to tackle problems, plan action to deal with a problem, decide a realistic option to deal with problems and also be able to check whether a problem has been solved (Source: Employer Survey, 1999).

Each of the sample of 24 participants of the qualitative research, including those few who had some negative attitudes towards some aspects of WRL provision, now expressed positive attitudes. They believed that the extended work experience placement through WRL provision could be an appropriate context for pupils to develop their problem solving skills. In placements it is likely that problems may arise. Pupils can face them and find ways to either solve or avoid them.

Several teachers, careers officers and parents passed their views that:

> "In our daily lives we always face more or less some levels of problems. And we try to tackle them. Likewise, the pupils can also face problems that usually may not be apparent at school lives. The pupils can be required to tackle the problems in order to keep some system running".
> (Male: Teacher)

> "It is likely that problem will arise at the work place and pupils may require either solving by themselves or following their senior colleague as how to solve and thus they can improve their skills".
> (Male: Parent)

"If you want to learn how to swim, you need to get down into a pool of water. it is obvious that your body would be wet and these might be fears of drowning. By practice you can learn how to swim. Like this. if you are in placement. there would be problems, which you need to face. you need to be involved. You need to find ways to solutions. So placements on regular basis can help the pupils to improve their skills".

(Female: Parent)

Most pupils and their parents accepted WRL provision as an experience that can help pupils identify problems, spot errors and learn their reasons and find ways to tackle them.

"Trouble shooting and its remedy' are related with practical work in the practical field. In school you have hardly such opportunity. In work placement you can be skilful, by regular practice, how to sense a problem and learn the technique of what measures to be taken to solve these problems".

(Female: Year 11 pupil)

"You can practise and learn when a problem might arise and take steps to avoid it. You can be expected to be ready for fighting with problems".

(Male: Year 10 pupil)

"My son works in a restaurant as a supervisor. He started as an assistant waiter...then promoted to this position. At the first week of his work, the customer he served, refused to pay the bill and smashed glasses. plates and all other items those were on the table he was so nervous that he cried at the situation...now he is smart, he knows how to deal with these situations. Bangladeshi pupils can develop skills in work placement like my son".

(Male: Parent)

Several significant members, parents and teachers viewed work-related provisions as an opportunity for many disaffected pupils to improve their skills in appropriate planning to solve a problem and also develop substantial skills in investigating whether the problem still exists or has been eradicated.

"An experienced doctor can diagnose a disease and prescribe appropriate medicine. They learn by practice. A pupil before leaving school can develop skills in taking correct procedure to solve a problem and also can learn whether the procedure adapted has rectified the problem or not if they have chosen extended placement".

(Female: Parent)

"It is a matter of practice, an accurate solution of a problem is not an easy thing. You need regular practice to be equipped with skills. I think the school children at Key Stage 4 can develop these skills through extended WRL".

(Male: Significant member)

Yr.10 and 11 pupils said that disaffected pupils can raise their expertise in finding out the reasons for problems that may occur and can remain alert and take precautions necessary to avoid problems. This is how they can be knowledgeable, systematic and hence productive for the company.

> "A clear understanding can be reached by identifying reasons for the problem and be equipped to face in future occurrences"
>
> (Male: Year 11 pupil)

> "Working with problems and solving them all adds to the experience and should enable future similar situations to be met in a more structured thought out way".
>
> (Female: Significant member)

> "Facing and solving problems can result in gaining skills to take appropriate decision, it can help to be positive in decision making a very important task in life it is not so easy".
>
> (Male: Year 10 pupil)

One male Yr. 11 pupil talked about an issue of health and safety precautions within WRL environment. He suggested that proper steps be taken to implement full health and safety regulations at work.

> "Young pupils never at work before. If working, for example in a garage with heavy tools which they never worked with before, could be dangerous, so there should be clear guidelines about handing equipments etc".
>
> (Male: Yr.11 pupil)

A female Yr.11 pupil, who previously had a negative attitude said that WRL could be productive if employers were attentive to pupils on placement.

5.5.1.6 Improving own learning and performance

Improving own learning and performance skills can be defined as the skills that enable someone to learn things easily, take responsibility for their own work, continually improve, know what is happening, be good at studies, be quick to learn, be ready to learn from colleagues, be able to be high achievers and know what they want. (Source: Employer Survey, 2000)

All participants claimed that improving 'learning and performance skills is linked to motivation. (This will be dealt with towards the end of this Chapter). If pupils are motivated then they can improve 'learning and performance' skills. They stated that pupils would be introduced to the world of work at the WRL contexts, and thus come into contact with people with higher qualifications, knowledge, experience and

skills. These staff work as role models for pupils who subsequently become motivated to learn, achieve recognition and improve performance. They further claimed that WRL provision can be suitable for disaffected pupils to improve learning and performance skills which they failed to develop in a school context.

> "The school teachers are boring. You can't learn anything from them because they only care for those who they think will get good grades. In WRL the staff knows your ability. They can help you and you learn and learn more as you can. I like it".
> (Male: Year 11 pupil)

> "Low achievers of education show less motivation in school context but they perform better during Yr.10 work experience placement. In school they know mostly about one work-family, which is 'teaching', but in work field they come in contact with various work-families. which can attract and motivate them to learn more to achieve the required qualifications and skills for any desired occupations".
> (Male: Teacher)

All participants said that pupils can discover their strengths and weaknesses. Gradually they can be confident enough to complete their work alone and thus. by building up skills they can be expected to complete their work within deadlines and meet targets.

> "A scope to justify the ability for a particular worker and can work towards improving own performance and learning necessary for it".
> (Male: Parent)

> "Young people can build up confidence of working alone and taking responsibility of their own work. Share experience. learn for betterment and become experienced to meet deadlines".
> (Female: Teacher)

> "The skills of meeting deadlines are very often required criteria of recruitment by many employers. Disaffected pupils can develop these skills before leaving school and can put these skills in their CVs for employment on leaving school".
> (Female: Careers Officer)

One female teacher and one female careers officer expressed that improving work performance and working under pressure are two important employability skills. Low achievers in education can develop these skills through WRL provision during their school life, which can support them in transition from school to work. They maintained that the context of WRL is an opportunity for those who underachieve in school and are discouraged in transition from school to next option.

> "WRL can appear to parents of pupils with low academic ability to be as a good resort to send their children to achieve some important employability skills which

can be supportive at 16 to be integrated with the British Labour market and at the same time protective from being unemployed".

(Female: Teacher)

"Skills in working under pressures are also required by many Employers. Pupils without good GCSEs can sometimes meet the requirements of employers by their experience and skills for example working under pressure. WRL could be a route to develop these skills".

(Female: Careers Officer)

All participants claimed that extended work-experience can make pupils enthusiastic to learn and reach their fullest potential. Pupils become aware of what is required to improve their career prospects.

"Skills based job will strengthen future prospects".

(Male: Year 11 pupil)

The above statements are consistent with DfES projects (see Section 2.7 in Chapter Two).

5.5.2 Personal skills

The participants focussed on 'motivation'. an emotion on enthusiasm that Bangladeshi pupils can develop through WRL provision and believed motivation to be the most important personal skill required in order to achieve in life. For disaffected pupils it was felt they lacked these skills.

5.5.2.1 Motivation

Motivation can be described as enthusiasm to carry out particular work or work generally, indicating personality, showing good and positive attitude, working alone and displaying a willingness to learn and possibility to motivate others. One female teacher and one male parent stated that motivation works the same as capital within a business. Learning cannot take place without motivation, as most business cannot run without capital.

Motivation works in learning like a capital works in business. For lack of capital a business could be jeopardised and for lack of motivation pupils can underachieve in education.

(Male: Parent)

One parent and one significant member commented that many young people who were known to have little or no motivation to study or attend lessons whilst at school, returned to education once they were at work and faced the reality and

responsibility of life (Demonstration Project Research Report RR 218, p32). They become enthusiastic towards a socially and economically 'well-off' lifestyle and become motivated towards further education, aiming to establish them in a suitable position in society. Similarly, pupils who are less motivated in years 10 and 11 can be motivated to learn and attend lessons punctually by being offered WRL provision where they could realise the importance of education and how it can help them in their adult life.

> "I don't have the correct figure of Bangladeshi students who are in Further Education on part-time basis; many of them left school schools without much success, and have to struggle to find employment for long periods. However, once they managed to find work they were able to evaluate what they had done and what further they should do. They come back to education. This kind of motivation grows from the work field".
>
> (Male: Significant member)

In contrast, one female teacher said that out-of-school context learning can motivate pupils but, in general, it could be still difficult to motivate a demotivated pupil. If they are disengaged from education and training could be difficult to motivate young people to bring back on track. This is consistent with Cole and Wellington (2000). They said that:

> "Giving youngsters the motivation to want to learn is difficult and particularly ...disaffected young   (Cole and Wellington, 2000)

However, having said that, the female teacher added that Bangladeshi children might show positive attitudes because of their fieldwork ability.

However, parents and significant members stated that pupils might have been demotivated partly due to lack of support from school. But, in a different environment where everyone is working towards tangible known and recognised benefits the young people could feel differently. Schools, teachers and peers could be boring to many of the disaffected pupils. A change of environment and way of teaching can reduce their disaffection and bring them back on track (NFER, 2000; and Ofsted 2001d).

> "Young children stop crying if are offered sweets they like, don't refuse to have dinner if the items are changed with their desirable ones. When grown up, they can behave in the same pattern in their education to show more motivation if the ingredients are changed".
>
> (Female: Parent)

"Two-week work experience can motivate many students. Extended work experience can motivate so many of them".
(Female: Teacher)

"At the first instance, you need to motivate yourself to find appropriate grounds for the students to raise their motivation. 'Your motivation' includes your planning to approach the pupils at different angles, methods and environment. Environment matters in education".

(Male: Significant member)

All significant members said that disaffected pupils can show motivation and enthusiasm for a particular job or training. In WRL, they could be working alone towards completing their own work to a deadline. All these factors can improve their enthusiasm for knowing and learning more, and on their return to school they can show motivation towards attending lessons and carrying out tasks. A placement in college can motivate some pupils for learning. There are opportunities to see how other young people are working towards achieving certificates and qualifications. One Yr 11 pupil stated:

"You can follow others, what they are doing in a college and you can get motivation do the same".
(Female: Year 11 pupil)

However she added that some demotivated pupils might demand a placement of more than one day in a week.

Male and female parents, pupils and teachers talked about skills including self-esteem, self-confidence, responsibility, reliability, sense of achievement, happiness, working under pressure and attendance. They believed that these skills are closely linked with motivation and any improvements in these skills depend directly on the improvement in motivation skills. The better the motivation, the greater the chances of increased self-esteem, enthusiasm, confidence, reliability, responsibility, attendance and other skills.

They went on to say that motivation plays an important role in the life of every human being. Lack of motivation precludes success or achievement in life. If pupils are demotivated, they may be disaffected eventually. According to NFER (op. cit), Demonstration Projects Report PR218 (op. cit), AR Projects (op. cit) and New Start Initiative (op. cit) disaffected pupils showed a wider degree of motivation and came back on the track by following WRL programmes. The reports also revealed that

once motivation was improved pupils tend to have more enthusiasm for doing work, more self-esteem, confidence for working alone, more reliability and responsibility to complete work, and also a higher rate of attendance in work as well as in school. The following sections will throw light on these skills.

Self-esteem and confidence

Many male and female participants agreed that the pupils on WRL would have opportunities to see the positive side of their lives and become enthusiastic towards particular work, or learning, which could influence their future (AR Projects, op. cit). Those in senior positions could act as role models for them. Thus they could build self-esteem and confidence.

> "Enthusiasm, if not in a theoretical world, can be developed in a practical field".
>
> (Male: Parent)

> "In school boundary books might not create enthusiasm and build self-esteem and confidence, but in the world of work, practice can".
>
> (Female: Parent)

Several participants argued that pupils who have never seen any success in school have low self-esteem and confidence. But once they are employed and required to carry out certain tasks, their self-esteem can be raised and they can work confidently. These improvements could not be achieved in school.

> "WRL should partake in activities that will bring them out, and boost their self-esteem and confidence".
>
> (Female: Careers Officer)

> "A placement can boost confidence and self-esteem by helping individuals to learn new social, behavioural and ...skills', which will help not only in careers aspects, but also in wider society".
>
> (Female: Significant member)

Reliability and responsibility

Many participants including parents, teachers and significant members showed positive attitudes towards the increased responsibility that pupils can learn to take whilst in work placements. Working alone, or in a group, towards completion of their own work can raise their sense of responsibility. This is how almost everyone in daily life learns to improve responsibility in the field of work. Hence, it could be

the best place for the low achievers to improve their reliability and sense of responsibility.

> "In a placement pupils will be assigned to certain workload which makes them pay attention and bear the responsibilities of the work".
>
> (Female: Teacher)

> "Qualified supervision and care for improvement in pupils' development at WRL can make them reliable and responsible".
>
> (Male: Careers Officer)

Several participants passed their opinions saying that reliability is a key factor to success. Pupils in WRL can be involved in various responsible positions such as cashier, price checker in a shop, handling petty cash and taking important telephone calls. They gradually develop not only the technical skills required but also other important skills including reliability, responsibility and maintaining confidentiality. They could experience a positive and assertive approach to life that could lead them to contribute more and eventually they could be more committed, self-motivated and reliable.

> "WRL can show real life. Pupils could see interesting things ahead. They can work on building important skills of adult life".
>
> (Male: Parent)

Attendance

Male and female teachers, parents, pupils and significant members stated that low achievers in education tend to have poor attendance records. This might be due to a wide range of problems, including low self-esteem, lack of interest in lessons, racism, bullying, peer pressure, dislike of teachers and subjects, and family problems. However, they felt that attendance is related to motivation. Once the pupils find motivation in anything, they become interested. They further claimed that pupils could improve their motivation in activities through WRL resulting in better self-esteem, confidence and sense of responsibility that can lead to improved attendance.

> "You can grow interest in young children's mind by offering sweets they like. Similarly you can grow interest in young people's mind if they see positive sides of their life. It is very likely that their attendance rate could be improved".
>
> (Female: Parent)

However one male teacher and one female parent thought the attendance rate could drop further, as the option is out-of school context provision and pupils could find themselves released from the law-bound school environment and under no obligation to attend. The situation should be closely monitored.

> "In school we are unable to raise their attendance. Work-related provision will facilitate them with more freedom to be away from school. Close monitoring is essential".
>
> (Female: Teacher)

The pilot research of the researcher and the DfEE evaluation reports refute this statement made by teachers. According to the New Start Initiative with disaffected pupils (op. cit), Demonstration Projects, PR218 (op. cit), Project 39 steps (op. cit), NFER (op. cit) and Ofsted Report (2001b) the disaffected pupils have shown substantial improvement in attendance which is an indicator of the success of WRL projects.

Significant members, parents, career officers and teachers were positive that WRL provision, particularly the work placement route, could help pupils feel more mature by gaining skills of self esteem and confidence.

> "Working alone or in a group towards meeting a deadline on regular basis make the people more confident and matured".
>
> (Female: Teacher)

One male and one female careers officer and one female significant member pointed out that the skill in working under pressure is widely required by employers. The Bangladeshi children who are disaffected and are underachieving in education could gain the skill of 'working under pressure' as a result of development during their Key Stage 4 thus impressing employers when job seeking.

5.5.3 Social and Life Skills

'Social skills' include interactions with others, quality of relationship and ability to mix with a wide range of people. These skills were discussed earlier under the category 'working with others'. Similarly, life skills including independent travel, punctuality and handling money were discussed under the category 'improving own performance'. Both male and female parents, teachers and significant members

pointed out that the benefits of WRL could not only include the developments in key skills and personal skills but also include a substantial degree of improvement in social and life skills. They commented that many disaffected pupils, as well as academic pupils, appear at school leaving age to have less or no social and life skills. They went on to say that many pupils do not appear to have the skills of interacting with professionals, people unknown to them, or to be able to get on comfortably with a range of people or have the ability to build effective working relationships with colleagues.

> "Skills in interacting with others (not teachers) are important. Pupils can develop the skills through WRL context".
>
> (Female: Parent)

> "Building up a good relation with colleagues is part of job requirement (teamwork). These social skills can be developed by the pupils through WRL before leaving school".
>
> (Male: Significant member)

Parents and significant members talked about life skills including travelling alone and handling petty cash. They made the point that pupils tend to travel to and from school in a group or are accompanied by friends. They are not used to travelling individually. However, WRL may require them to travel alone and develop this skill.

> "Out of school context provision will help the pupils in developing 'independent travel' skills".
>
> (Male: Parent)

One male and two female parents talked about handling petty cash. They said pupils rarely needed handling cash but they might be required to handle cash in their work placement and develop this skill.

5.6 Conclusion

The qualitative research subjects (24) were selected equally from both genders from those subjects in the quantitative research who had shown strong positive and negative attitudes towards WRL. The research subjects gave a clear message that those pupils, who were unsuccessful in school, can find success in practical approach provision. The essential SWL can be picked up by many disaffected pupils at Key Stage 4 by following the WRL provision in an out-of-school context. The subjects claimed that WRL could be an effective step to support these pupils who did not have appropriate access in the NC. They believed that in a new environment, pupils can start with a clean slate. What they have achieved in school to date can be applied in working environment to enhance, improve and develop further. They can acquire information and knowledge about requirements for adult life and go ahead in an informed and qualified way.

The above statements are consistent with Watts (1983), Lave (1993) and Engestrom (1994). Watts (op. cit) said about work experience placement that theoretical knowledge learnt at school could be enhanced about the vitality of the relation between students and adult mentors. She claimed that students would not only improve the skills and knowledge required to carry out tasks but also their achievement would include knowledge of adult life which would support them to be a member of 'community practice'. Engestrom (op. cit) stated the importance of teaching and learning within social and workplace contexts:

> "Ensuring that individuals have access to theoretical and experimental knowledge; The opportunity to engage in authentic tasks, interactions with others; the chance to develop their critical and intellectual capacities through the applications of concepts and theories in practice; the opportunities to have their thinking and understanding enhanced through the guidance and teachings of others". (Engestrom, 1994:48)

The statements of the subjects about the effectiveness of WRL are consistent with the DfEE funded Evaluation Reports including Demonstration Projects Reports PR 218 (op. cit) AR Projects (op. cit) NFER (op. cit) and also the Ofsted Report (2001d).

The research subjects stated that WRL would not work as a Panacea (QCA, 1998a and Raffo, 2003). There would be many good ingredients that could be offered to many children, but at the same time there could be pitfalls for which careful steps

should be taken in planning the programmes (QCA, ibid). By 'good ingredients' they indicated the tangible benefits the pupils could find from WRL including development of various components of key skills, which they denoted as communication, numeracy, problem solving and IT. They believed that if WRL were well planned, monitored and supervised effectively, the possibilities of pupils to develop these skills were high. But they interpreted that at the start the socialisation of the provision could be a problem. According to them the pupils who were disruptive in the classroom, demotivated to learn, demotivated to attend lessons had a pattern in their lives. Some pupils with these characteristics might take time to respond positively to the demand of the new provision. They may see it as an added opportunity to stay away from the law-bounded school environment.

It was discussed in section 5.1.1 that the participants focussed on the tangible benefits that work-related learning can offer to disaffected Bangladeshi pupils at Key Stage 4. They expressed their strong attitudes towards the effectiveness of WRL, which can help the pupils to improve a wide range of important SWL as shown in table 5.1. The participants praised the disapplication process of the NC and said that the pupils can improve much more in one day each week from out-of-school context than staying four days in school. Two parents and three pupils claimed that improvement of a day could contribute towards remaining four days at school.

"Just one day at WRL every week will help many pupils to stay four days in school and reduce underachievement amongst them".

(Male: Parent)

This Chapter conducted an in-depth examination into the attitudes of the participants in relation to development of SWL for the disaffected Bangladeshi pupils by following WRL at Key Stage 4. The reasons of all participants with positive attitudes in the qualitative aspects, and also those with negative attitudes who later changed to positive attitudes, were clearly known. Chapter Six will deal with the reasons of attitudes of the participants in relation to LOP, cultural issues and traditional skills.

6   Chapter Six: Qualitative Data Presentation and Analysis:

6.1 Introduction

Chapter Five dealt with the first part of presentation and analysis of qualitative data grouped together with the theme SWL. This Chapter will deal with analysis of qualitative data categorised and grouped under the themes of LOP and 'traditional and cultural' issues.

6.1.1 The categories and themes

Each respondent believed that if WRL programmes were well planned then disaffected pupils could have the opportunity to gain vocational qualifications (NVQ) while at school. They could also develop skills, which complement GCSEs, have a clear idea for future progression and goals, and improve their employability skills. The participants also focused on the way they perceive 'education' and traditional 'practical skills'. The latter was prevalent throughout interviews as cultural and traditional skills which came to the children from their elders. The data collected was coded, categorised and grouped under two broad themes: LOP and culture and tradition. It can be seen that the conceptions (figure 6.1) are coded and grouped under categories of NVQ, GCSE, Careers progression, Careers idea and Employability which are re-coded as LOP; and categories education and practical skills are re-coded as culture and tradition

Table 6.1 LOP, Cultural and Traditional Skills.

LOP

NVQ	GCSE	Careers progression routes
Qualification at Key Stage 4. Gaining work competencies at Key Stage 4.	Motivation for GCSEs Oral exams Course work Technology subjects IT	6th Form 6th Form College FE college Training Employment
Employability	**Careers idea**	
Awareness of world of work Identifying own strengths & weakness Working in a team Practical approach Development of own performance	Interest in a particular job Abilities to perform a job Future goals	

Culture & Tradition

Education	Practical skills
Importance of education More life chances Freedom of education in Islam Out of school context education	Appropriate provision Doing things practically by hand Learning at work Cultural and traditional skills

Figure 6.1 Qualitative data analysis
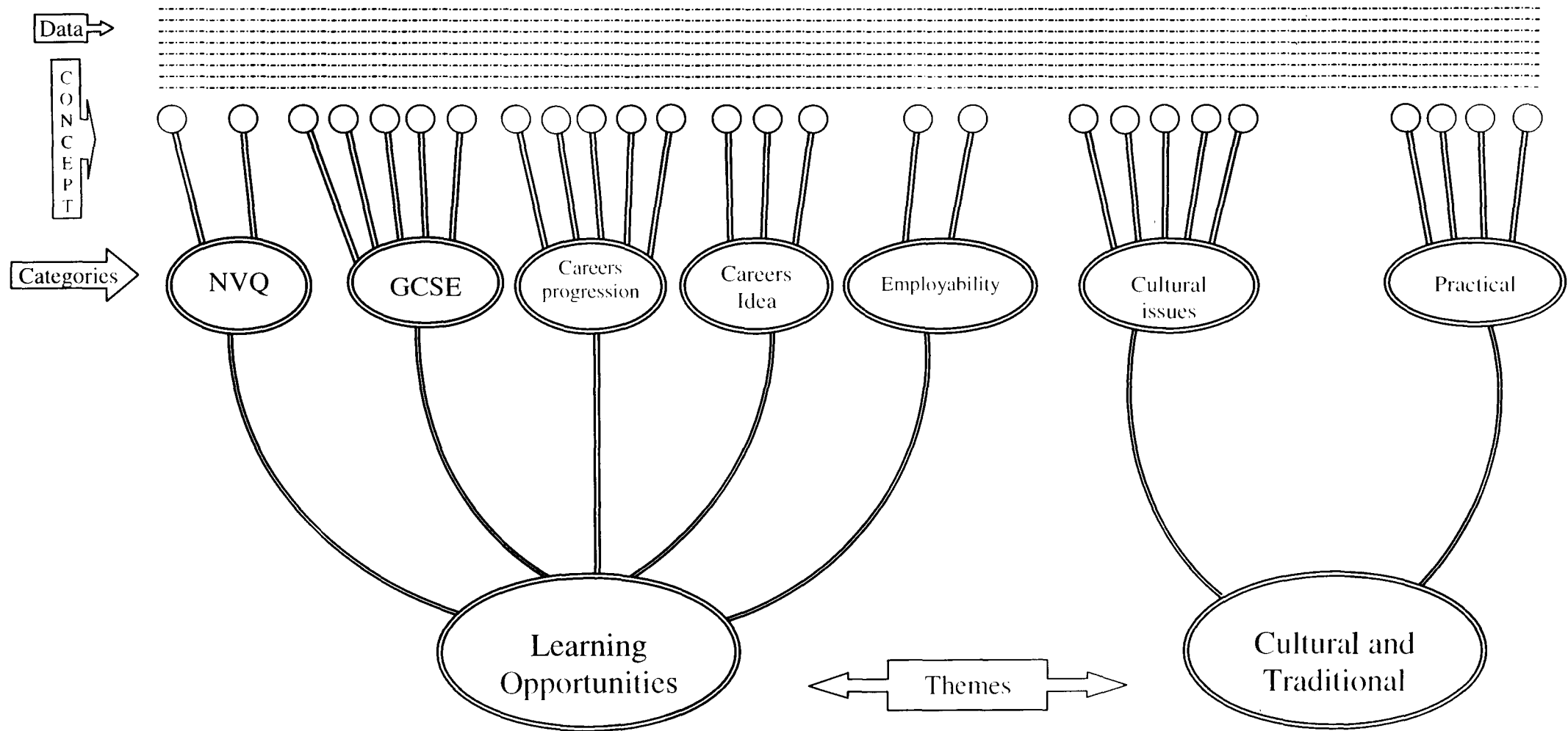
6.2 Data presentation and analysis: LOP

It was discussed earlier in the literature review that WRL offers a wide range of opportunities for disaffected pupils. Each respondent also focused on LOP through the out-of-school context including gaining NVQ qualifications whilst at school, improving skills to complement GCSEs, and providing clear ideas on careers progression and development. The following sections will deal with a number of opportunities, which participants claimed that could become available through the experience of WRL. LOP is a holistic term which includes opportunities in continued full or part-time education in a school sixth form, sixth form college, further and higher education, Work Based Learning, training through Modern Apprenticeships, and full or part time employment in the world of work (Unwin and Wellington, 2001; Rainbird 2000, Eraut, 2001, Boud and Miller, 1996).

6.2.1 National Vocational Qualification (NVQ)

NVQs are designed to improve one's skills, knowledge and understanding required for employment. They show that a person is competent to carry out work to set standards rather than measuring achievement in the examination hall. NVQs focus on specific occupational areas for a particular job. Moving into employment, which offers NVQs, is a viable option. NVQs are helpful for people of all abilities, but are particularly relevant to less academically minded young people. Indeed it may be the most appropriate route for young people who wish to succeed in the field of work rather than during school lessons (A Quick Guide to NVQs, NTO, 2001).

NVQs are recognised post-16 qualifications offered by FE colleges, training providers and employers. However, NVQs can also be offered at pre-16 through WRL provision. These provisions are for Yr. 10 and 11 pupils who are released from aspects of the NC and placed with employers, FE colleges, and Training Providers for up to one day every week (DfEE, 1996c; QCA, 1999c, and Dearing, 1996). WRL may provide one of the best options for most Bangladeshi pupils who struggle to make satisfactory progress through the NC and are underachieving at the age of 16.

Many careers officers, teachers, pupils, parents and significant members of the community responded favourably towards Vocational Qualifications such as NVQs,

They believe NVQs to be the most appropriate alternative option to GCSEs for many Bangladeshi pupils to achieve before leaving school and in the long run protect themselves from being unemployed (McIntosh, 2003).

> "Many Bangladeshi pupils can fit better in the NVQ dice than they do at GCSEs. NVQs at Key Stage 4 could help them at transition from school to post 16 option and eventually could protect them from becoming unemployed".
>
> (Male: Teacher)

It can be noted here that many Bangladeshi pupils are disaffected due to language problem whilst there are others who could have comparatively better literacy skills but are disaffected due to one or more reasons other than language (see Section 2.4 in Chapter Two). They can satisfy the entry requirements for NVQ level 1 and in some cases level 2 (see page next page). The teacher might have meant that Bangladeshi pupils of this category can fit into the NVQs.

One female careers officer felt that the majority of Bangladeshi young people seen in the Careers Office progressed poorly through GCSEs, but performed better through the vocational route within an occupational area, such as motor mechanic. She believed that disaffected pupils could gain NVQs before leaving school hence coping better at transition.

> "To my experience, generally Bangladeshi pupils are competent in the field of work where they can use their potential skills. They can work on the skills needed for a particular job and demonstrate skills to achieve a goal. Weekly placements at Key Stage 4 can bring fortune for them by achieving NVQs and certainly not unemployment".
>
> (Female: Careers Officer)

> "Many low-achievers are often refused access into NVQs by the training providers. Having gone through NVQ units at Key Stage 4, they could have easy access into Modern apprenticeship or higher levels of NVQs at 16 and thus a platform for their future can be established."
>
> (Male: Careers Officer)

The researcher is consistent with his colleague. In his experience, many Bangladeshi pupils are discouraged to gain access into NVQs. He argues that, should the training providers follow a policy of *"Open access to NVQs"* for all, then many Bangladeshi disaffected pupils could be able to achieve NVQ level 1 whilst at school. They could thus develop skills further and work towards level 2 on leaving school (Cole and

Wellington. 2000). There are employers who place their job advertisements in careers offices asking for qualifications including for NVQ level 1 and/or 2. These, though not highly paid jobs, they not only prevent young people from being unemployed but help to establish a career for the future. On the other hand, the researcher witnessed that many other Bangladeshi young people, were discouraged access to NVQs by the training providers due to their low profiles.

However, two parents were found to have less familiarity with NVQs. They required detailed information from the researcher. Having gained information on NVQs, which were new to them, they became surprised as why this was not already included in the curriculum.

> "Many Bangladeshi children can find NVQs as golden opportunity for them. It will work like an umbrella in the rain; it should be already in the curriculum".
>
> (Male: Parent)

Several teachers, pupils and significant members commented that such provision should be integrated into the NC offering disaffected pupils a viable option before leaving school. It is widely recognised that whilst some may lack the skills necessary to meet the GCSE requirements, many can be enriched through development of vocational skills developed in the workplace. Thus they should have the appropriate provision.

> "It is better late than never. Those Bangladeshi pupils and others who cannot progress through GCSE subjects can try NVQ units during their school life; which should be in place already".
>
> (Male: Teacher)

> "I am sure many Bangladeshi children will embrace the theme as a blessing if they can achieve NVQs at pre-16 education".
>
> (Female: Teacher)

The teachers were able to comment from their experience of day-to-day work with Bangladeshi disaffected pupils. One significant member also joined with them to say that:

> "NVQs are offered at work to gain work competencies. Many employers ask for NVQ qualifications. Pupils who spend a day every week with employers are able to achieve NVQs".
>
> (Female: Significant member)

Some pupils from Yrs.10 and 11 stated (when asked about their understanding of NVQs and its benefits) that even six months ago they did not know about NVQs. They were surprised to hear that NVQs could be gained whilst in the workplace. This information came from a friend and a relative who had failed most of their GCSEs but were successful in achieving NVQ Levels I and II over two years as employees in a Supermarket. Both had received better support at work than in the classroom. They felt that GCSEs should be replaced by NVQs for many pupils, and in particular, Bangladeshi disaffected pupils. They argued that the 'system' should include a wide range to match the skills of most pupils and not only some (Egglestone, 1986; DfES, 2002; NFER, 2000).

> "One of my relatives told me about NVQs. She had done nothing at GCSEs and had to struggle for eight months before getting work in a supermarket where she achieved NVQ level I. People at work are helpful for me. I think GCSEs are a waste of time. It is not for me. I did very well in my work experience for two weeks. If you work one day every week with an employer, you can achieve more than staying four days with teachers".
>
> (Male: Year 10 Pupil)

Some parents and significant members felt that the education system should aim to provide appropriate support for all pupils paving their way to adult life. If pupils cannot respond to the demands of GCSEs, there should be an alternative route, such as NVQs. Young people can find work placements interesting because it is outside school, with employers, not teachers; they may be fed up and frustrated with their failure at school. They went on to say that pupils can be motivated to carry out a task given at the work placement. They know that the end result could be recognised by the NVQ certificate. They could feel encouraged by looking at the work of others (New Start Initiative 1999, Demonstration Projects op. cit., Alternative Education Provision (NFER, 2000), AR Projects (op. cit), EAZ (op. cit), and Fresh Start Schools 2000).

> "Extended work experience placement can provide a workplace context learning that motivates many young people. Bangladeshi low achievers can achieve NVQs at 16 if the programme is well designed".
>
> (Female: Significant member)

> "Those children who did not find achievements in school are bored with school life. They don't like their teachers. They do well in work experience. Their skills and interests should be valued. They will fit themselves well to meet the criteria of NVQs at 16 if not GCSEs".
>
> (Male: Parent)

In contrast one male teacher and one female careers officer, previously having positive and negative attitudes respectively, were concerned about NVQs offered in a pre-16 context. They argued that NVQs were designed for young people who are at least 16 years old and have developed the necessary skills to cope with differing workplace situations. For example, dealing with adults whom they have never seen, carrying out a job they may not have experienced, facing circumstances they have not previously encountered and handling machinery for which they have had no training. It might be difficult to cope with such environments and work towards achieving NVQ units

> "Unless NVQs are re-designed and well programmed to meet with the requirements of disaffected pupils, I am not sure how NVQs would be offered at a pre-16 context".
>
> (Female: Careers Officer)

But two teachers, all parents and one careers officer had different views. They argued that, generally, NVQs are offered on either a full or part-time basis meeting the required work competency standards. However, if NVQ units aimed at disaffected pupils are to be offered in the pre-16 context (Dearing Report, 1996), it should be well planned and appropriate. By attending work placements each week over two years and concentrating on acquiring skills in one particular job, (for example, an electrician) pupils could achieve units of NVQ during their school life.

> "A well-planned NVQ programme at pre-16 education could support many low achievers".
>
> (Male: Teacher)

The above comments of the teacher are consistent with NFER (2000) AR Projects (op. cit), Demonstration Project (op. cit), New Start Initiative (1998), DfES (2003) and QCA (2003).

6.2.2 General Certificate for Secondary Education (GCSE)

Several participants of the qualitative research said that the tangible benefits pupils in WRL would receive, could include not only their achievements in a vocational discipline but also a good range of academic work as well (GCSE). They claimed that appropriate placement and monitoring can help them improve their skills in

GCSE subjects including English, Maths and I.T. However, they agreed that the degree of improvement would vary widely with more in technology subjects and less in English and Maths, as Bangladeshi pupils traditionally tend to get better results in subjects with more practical content (see literature review).

Two participants thought that pupils in WRL can communicate orally with people from a varied professional level and can improve their oral skills, which could support the pupils in their oral English exams.

> "When I come this country I no speak English. At work by speak and speak I learn speaking. Bangladesh children can speak good in exam if take WRL".
>
> (Male: Parent)

Three pupils claimed that WRL can necessitate writing memos, notes and sometimes letters. This practice can develop their writing ability, which can be utilised in lessons. One pupil narrated how her elder sister had improved her written English from grade 'F' at year 10 'year end' exam to grade 'D' in year 11 mock exams. She worked at a retail warehouse at weekends. Her job required her to write small notes on the products. Notes included date received, number received, condition of products whether partly or wholly damaged, number that were fit for sale, number to be returned to the exporter and number requiring an insurance claim. Initially she found it impossible to undertake but the supportive employer's motivation to train her was the pivotal factor for her achievement. The pupil went on to say that her sister improved her writing skills and also her numerical skill.

> "A good teacher and also a good employer can change your life. My sister is a lucky woman. Her work on weekends helped her learn writing notes, small letters and some arithmetic. Now she is expecting D grades in English and maths".
>
> (Female: Yr 10 pupil)

One year 11 pupil explained how a weekend job in a textile shop had improved his Maths skills (see Section 5.5.1.2 Numeracy Skills).

DfES Evaluation Reports including Demonstration Projects, AR Projects, EAZ and New Start Projects revealed that disaffected pupils on the projects did comparatively better in the GCSEs than control groups.

Many males and females with positive attitudes said WRL could be complimentary to subjects studied in school including English, Maths. Art, Textile, Craft and Design. They explained that regular interactions with people at work placement could improve oral skills which many Bengali pupils cannot develop at school, because they tend to converse with peers in their mother tongue (Modood, op. cit). Writing notes and memos contribute to increased literacy; and working in a retail environment could contribute to numeracy skills.

> "Conversing with different people will help in GCSE speaking exam, writing memos, notes, letters will help in written exam, and working in retail will help in Maths exam and so on".
>
> (Male: Yr. 10 pupil)

They further claimed that the pupils' performance in GCSE could improve to a greater or lesser degree with the benefit of WRL.

One male and one female Yr. 11 pupils with previously negative attitudes said that some teaching by qualified teachers in schools became unproductive for many disaffected pupils, whilst support from employers in work placements improved pupils' ability thus making teaching within school more productive.

> "Teachers failed to show results. Employer's practical approach will help to help in schools lessons".
>
> (Male: Yr.11 pupil)

One teacher and one careers officer, previously with negative attitudes, had mixed feelings on the benefits in relation to complementing GCSE work in schools. They believed that there could be certain levels of complements made towards GCSE subjects including oral English, IT, Textile and Craft and Design, although there might be not too significant to academic subjects including English (written), Maths and Humanities.

> ...they will improve and compensate towards those GCSE subjects which need practical skills such as Craft and Design, but might not be too significant towards academic subjects including English, Maths and Humanities.
>
> (Female: Teacher)

In contrast, other teachers and all parents showed similar attitudes, like pupils, that WRL could support GCSE subjects for many pupils. They claimed that the NC failed

to support the non-academic pupils; however they could develop skills from another environment and compensate for schoolwork.

> "The bad affect of inappropriate support in school could, nevertheless, be tackled by the skills earned from out of school provision.
>
> (Female: Parent)

This is consistent with the evaluation reports of DfES Projects as referenced above.

6.2.3 Careers Progression Routes

Year 11 pupils are required to decide their next step before they leave school. Options include: staying on in the school's 6th form; going to another 6th form or 6th form centre or FE college; taking a training course or commence employment. Teachers and careers officers expressed that choosing the right option is a tough task for many pupils, particularly disaffected pupils. Their levels of achievement in school do not support them in choosing the right route on leaving school. However, if pupils have undertaken a work-related programme at Key Stage 4, this can raise their awareness of what lies ahead and provide the opportunity to work towards achieving required skills. This can provide them with ideas, which helps them to choose the best option at 16. Some pupils find FE college is the right option to reach their career goal, some Training Provision and others employment.

Three parents and two significant members felt that the work-related programme could be very useful for many pupils in helping them choose the right option at 16.

> "They would be able to identify the steps they need to achieve certain careers and can relate an option at 16 to reach their goals".
>
> (Female: Parent)

> "Children can realise and see what are available for them and choose an option".
>
> (Female: Significant member)

Male and female parents stated that WRL provision with a course in an FE college or with a Training Provider, or a placement with an employer can raise interest in continued education, training or a job. By following a college course whilst at school, pupils can be motivated to continue education on leaving school. A college course in the WRL provision will bring them into an environment where many other young people are taking further education. Environment can affect and motivate

those students who are able to pursue next level/levels of education. This experience can help them decide at 16 to choose either to stay on in the 6th form or go to college. They went on to say that those who would not be interested in continuing in education can still find a training course leading to NVQs or a job. Their extended experience would support them in both situations. A training course in WRL can either prepare pupils to achieve NVQ Level I and in some cases possibly Level II as well at Key Stage 4, or motivate them and raise their interests for Further Education or work.

Some parents and pupils from Yr.10 and 11 stated that anyone without a clear idea of their next step could follow the pre-16 option of WRL.

> "My son (who is 18 now) was not good in school he used to work on weekends in a shop. He was motivated for continuing education after school. WRL is an excellent option at pre-16 of choosing option at 16".
>
> (Male: Parent)

> "I will certainly encourage my younger sister (who is in Year 8) to follow WRL in order to have a clear idea on option at 16 and future career".
>
> (Female: Pupil Year 11)

Teachers are quite optimistic about the benefits their pupils could accrue from WRL

> "Yes. This is the right tablet for them. Certainly they will look with clear eyes at their options".
>
> (Female: Teacher)

> "Before coming to an end at 16, they should take up steps like WRL to find their next path".
>
> (Male: Teacher)

6.2.4 Career ideas

Career ideas involve individuals thinking about their own interests, abilities, needs and values and matching them against the requirements of particular types of occupation.

Two careers officers and two teachers claimed that many Bangladeshi students appeared to have no career ideas; and there were also students with unrealistic ideas. For example, a pupil may aspire to become a 'doctor'. This idea could be either their parental choice, or their own. However, their educational achievements do not make

it a realistic option. This may be due to elements of disaffection, for example, low achievements, lack of parental education and awareness of the opportunities in this country, or lack of occupational knowledge and their requirements. They went on to say that WRL at Key Stage 4 through training providers, college courses or employers would raise their awareness and understanding of careers, and motivate them towards something suitable. Pupils can choose a course or employment placement themselves. They can also move onto other courses or work. They can find out their ability for a course or work type and focus on building up the necessary skills. They can match up their strengths and interests, eventually getting a clearer idea for their future career.

> "Many Bangladeshi students do not have definite careers idea. They are not sure what careers they can go into. WRL will be a stepping-stone in relation to making a choice".
>
> (Female: Teacher)

> "During the careers interviews in year 11 or even 12, many Bangladeshi people either do not have any careers idea or have ideas with an unrealistic basis. WRL provision can be productive in a sense to support them in making a right careers decision".
>
> (Female: Careers Officer)

Two Yr 10 and 11 pupils said that gaining knowledge by going through WRL could be helpful to use KUDOS and KEYCLIPS database which are used to help pupils in career decision making.

> "I don't know much about jobs, KUDOS session was not helpful for me. If students are well introduced with the world of work, then it would be easier to use the databases which require certain level of jobs."
>
> (Male: Yr. 11 pupil)

One significant member and one parent pointed out that careful thought should be given to career choice which should be integrated with and not left until the end of secondary education. The work-based route at Key Stage 4 would be a practical way to get help with decision-making. Placement within a training course can provide practical skills and knowledge about a particular job, and these strategies also apply to work placements. Placement in a FE college on a retail course, for example could provide relevant skills and knowledge. The pupils could find these skills very helpful

in formulating a career idea. One parent commeneted about placement with employer.

> "Interests, skills and abilities can be well tested in a work setting than in training or in a FE college".
>
> (Female: Parent)

One careers officer, one teacher, one parent and two pupils claimed that work experience of two weeks in Year 10 helps many pupils in raising their awareness about the world of work. It is an opportunity for pupils to be introduced to a working environment and find out what they like and what they don't. Many pupils build up positive ideas for their future just from a two-week placement. So they firmly encouraged the provision of WRL for Bangladeshi disaffected pupils, which could provide effective support in careers decision-making.

> "Young children catch finger of their dad to walk, school children taken WRL for future choice".
>
> (Male: Parent)

> "Where work experience of two weeks helps you then extended work experience or training for 2 years will certainly be supportive".
>
> (Male: Year 11 pupil)

Many others expressed the view that WRL widens their job opportunities. The boys and girls both gain skills from training; college courses or work placements, enabling them to distinguish between different careers and can find a decent job. One significant member argued that modern technology can raise their awareness of careers available but cannot develop skills needed to access them. For example 'Kudos', a computer software package used in schools and careers offices to help people plan for their future, can be effective in providing information, but it is only by undertaking Work-Related programmes that the necessary skills can be developed.

> "Software is information only, but WRL provides practical skills you need".
>
> (Female: Significant member)

> "One parent proclaimed that children with uncertain careers could unwittingly move into unemployment. Pupils without career ideas, can develop through WRL; and also pupils who already have career ideas, they can justify its reality. WRL can get rid of unemployment".
>
> (Male: Parent)

6.2.5 Employability

Employability can be defined as the qualities and competencies that someone possesses to meet the changing requirements of employers and understand one's own aspirations and potential in work. (Focus Central London, 1999)

All participants claimed that WRL can enhance employability. In placements with employers, the pupils are directly involved in real work. They can establish their strengths and weaknesses and work on building the necessary skills required for the job. It is an opportunity to practice and gain knowledge and expertise. They further said that practice, one day a week, for one or two years, can enhance their job competencies, which can satisfy employers.

> "Practice makes a man perfect. Disaffected pupils can be also be a perfect employee by building on skills".
>
> (Male: Parent)

> "Long time on extended work experience will raise the employability of many pupils".
>
> (Female: Teacher)

> "If you work in a shop you know what you need more to add. You work on. Employer will like you and then later you are expert".
>
> (Female: Year 10 Pupil)

When asked about the effectiveness of WRL provision in relation to enhancing employability, all participants expressed strong views that provision of WRL can be supportive in relation to raising employability. It can be very effective for those disaffected pupils who could follow either a training course or an extended work experience with an employer. Through the training option, they can work towards NVQ Levels in a particular occupation whilst they are at school; and at 16, find themselves suitable for successful integration into the labour market. In extended work experience pupils could be in the real world of work. They can be trained in specific work of their choice for a year or so. On transition from school, they could find employment at the same place or elsewhere. The participants thought that WRL provision could be a productive option to avoid unemployment on leaving school.

> "It is an effective way forward for many disaffected Bangladeshi children to come out of under-achievement. It is a blessing for them".
>
> (Female: Parent)

"Hands on practical works for about 2 years would produce them as employable".

(Male: Teacher)

"Just one day with employer can help you to secure a job after school".

(Male: Year 11 pupil)

Participants also commented that some disaffected pupils could choose a college course at Key Stage 4 WRL provision. The different educational atmosphere found at college could motivate them for further learning. Also the wide range of courses and study patterns, for example part-time, evenings and night course options, could make them enthusiastic (Ofsted, 2001e). They could realise the importance of education and commit themselves to stay in education beyond Key Stage 4. Meeting up with senior students is a practical way to increase motivation towards learning. It could also help pupils realise the benefits of learning and see how learning can enhance employability. That is, the more you know the more you are likely to be employed.

"Even though once a week, they will experience a wider aspect of education in an atmosphere different than school. Atmosphere sometimes is factors of motivation and motivation for employability."

(Female: Teacher)

"Wide range of vocational courses including motor mechanic for example, can attract them and spending one day every week on the course, they can gradually establish themselves for the occupation and enter into employment on leaving school".

(Male: Parent)

"They can find success in college environment an environment of stream of learners can evaluate the end benefit of learning that is employment".

(Male: Careers officer)

Several careers officers and significant members argued that to some employers work experience bears more significance than academic qualifications. They use work experience as a criteria for selection and value skills, which are developed in the real work place. This is because the people with experience can contribute towards increased productivity, which helps secure, increased earning for employers.

"Employers suggest that young people can find it difficult to adjust to a working environment when they come straight from school, even if they are academically able. I think extended work experience at Key stage 4 secures their future employment opportunities".

(Female: Careers officer)

"Extended work experience can ensure their employment".

<div align="right">(Female: Careers officer)</div>

"Employers will train them for the interest of their organisation. Students having been experienced can increase productivity, which secures increased earning. Students thereby gaining experience and skills can find employment on leaving school at the same place of their placement or and also with other employers who will value experience".

<div align="right">(Male: Significant member)</div>

All parents, pupils and significant members expressed concerns, that extended work experience could the only way for many Bangladeshi children to improve their employability in the job market. WRL could lead them to be integrated more easily within the British labour market. The experience and skills that are likely to be gained through WRL can overturn racial prejudice amongst employers who reject Asians and also those who demand only experienced staff.

"There are many obstacles for our children to find a job. Firstly Asian, secondly without having experience. WRL will at least support with experience".

<div align="right">(Male: Parent)</div>

"It is 'Chicken and egg' business. No experience, no job but if no job how you will have experience. WRL will end your chicken and egg business. You can have experience in write in your CV".

<div align="right">(Female: Year 10 pupil)</div>

6.3 Culture and tradition

6.3.1 Education

It is to be noted that culture was not a strongly identified factor in the quantitative research. However, the researcher as an insider and having in-depth knowledge of Bangladeshi cultural and religious (Islamic) concern for education, particularly for Muslim girls, was concerned to widen the qualitative research in the dimensions of culture and religion. A previous study (Afshar, 1989) has suggested that the education of Muslim girls is hindered by their religion and culture. In contrast there are studies (for example see Basit, 1997; Knott and Khokher, 1993; Siann and Knox, 1992 and Siddqui, 1991) suggesting that neither Islam nor culture creates any problem for Muslim girls, who do better than boys (Census, 2001 and Modood,

1997) and are able to adopt their own religious and cultural values in western society.

It was discussed earlier in Chapter One (Section 1.3.4.2) that religion has a strong influence upon the daily lives of Bangladeshi people. It was also discussed earlier in the Introduction (p3), that Bangladeshi young women with low educational attainments at 16 are typically forced to stay at home because of their parent's cultural and religious concerns. All in the research sample were followers of Islam, which influences their culture. For instance. Islam discourages integration of mature boys and girls and does not allow an individual to have a boyfriend or girlfriend. Sexual relations outside marriage are strictly forbidden.

> "The women and the men guilty of fornication, flog each of them with a hundred stripes"
>
> (Ali, 1991, Translation of the Quran, Verse 24, line 2)

The community that took part in this research follow this rule. It is, however, essential to clarify here that Islam allows boys and girls to associate in a group setting for education, acquiring knowledge and experience. The religion places great emphasis on acquiring knowledge. Therefore this community follows the rule for pre-marriage and instructions in relation to gaining education and knowledge. Prophet Mohammed (Peace Be Upon Him) said in 1570 AD, long before technological development took place in the Arabian Peninsula, when people had to travel on foot from country to country for business and education, that Muslims should even travel to China to become more knowledgeable because China was further advanced in education. The importance of education in the Quran is immense. The very first word revealed in the Quran is 'Read', hence the significance of education in Islam. Islam urges its followers to educate and train themselves. The researcher had clear indications that the teaching of Prophet Mohammed (Peace Be Upon Him) is widely followed by the Muslim community in Britain.

> 'All Truth is in itself certain. But as received by humans, and understood with reference to human psychology, certainty may have several degrees. There is the possibility of certainty resulting from the application of man's power of judgement and his appraisement of evidence. This is *Ilm-ul-yakin*, certainty by seeing something with our own eyes. "Seeing is believing". This is *ain-ul-yaqin* certainty by personal inspection. Then there is absolute Truth, with no possibility of error of judgement of error of the eye, (which stands for any instrument of sense-perception

and any ancillary aids, such as microscopes etc.) This absolute Truth is the *baqq-ul-yaqin.* (Al Qur'an LXIX. 51 footnote by Yusuf Ali 5673).

Al Qur'an and hence Islam instructs individuals to read to acquire knowledge understanding and wisdom.

This, however, leads to an important argument about why underachieving girls are encouraged to stay at home? The following section attempts to respond in part to this issue.

The Bangladeshi participants in qualitative research comprised 4 Yr. 10 pupils, 4 Yr. 11 pupils, 4 parents and 4 significant members. They were asked to comment on the out-of school context provision of WRL on the basis of their cultural and religious concerns, taking into consideration that many underachieving girls are forced to stay at home. The overwhelming majority indicated their religious teachings of Islam encourages both male and female to search for education and knowledge; and only two participants, (one Yr 10 pupil and one parent) did not comment on this issue. It was perhaps due to them being less familiar with religious teachings. The Bangladeshi participants of the research valued education as an important instrument for economic and social development. They believed education to be the backbone of a nation that can bring success in life. One parent recited a Bengali verse:

"Lekha Porha Kore Je, Gari ghoora chore she".
(Male: Parent)
(Meaning: Life chances are more for the educated people)

This theme is consistent with Cross 1981 (in Coffield, 2000: The Necessity of Informal Learning. P.32). About education, Cross concluded:

"Of all of the variables that have been related to educational interest and participations, amount of formal schooling has more influence than any other... In short, learning is addictive: the more education people have, the more they want, and the more they will get".
(Cross, 1981, p54-5)

The Bangladeshi participants claimed that Bangladeshi young women enrol for further and higher education, and also are taking up occupations in the health sector, social services, retail trade and legal profession. Parents never put any obstacle in their way because of religion or culture (Basit, 1997; Knott and Khokher, 1993; Siann and Knox, 1992 and Siddqui, 1991). In regard to low achieving girls, their responses were that low achievers did not have any appropriate provision at 16. In

school they were neither supported by the NC that is academically oriented (NFER op. cit; DFEE, 2001a and Ofsted 1999) nor were they encouraged to enter college, training or employment. They queried where they should send their daughters and what options existed for them? Addiction to drugs is spreading prolifically in Camden (researcher's own experience). It is felt that a responsible father should keep his daughter at home rather than risk having her get involved in drugs. One significant member and two parents commented that the Local Authority blames parents for not being involved in their children's education, but the Authority has never reviewed its policy, which lacks options for such low achievers.

> "They blame us. We blame them that the government did not provide any options for our daughters".
>
> (Female: Parent)

> "The education department compelled us to keep our daughters at home".
>
> (Male: Significant member)

> "Drugs and gang fights are common in Camden. You cannot send your daughters to join. Can you?"
>
> (Male: Parent)

All participants valued learning when oriented at a work place. Parents and significant members pointed out that the majority of the work force in Bangladesh regards the work place as their learning option. They also believed that pragmatic benefits of WRL could develop a positive attitude presently lacking in young people. Parents wanted success, not failure, for their children. Should there be provision to improve their chances, Bangladeshi boys and girls (with low attainments) will not stay at home as they want to build their futures, knowing they have to stand on their own two feet in adult life.

> "Certainly we shall encourage our boys and girls to be involved in WRL."
>
> (Female: Parent)

One of the Bangladeshi participants was a female teacher in a secondary school who stated that the reason for young women, being forced to stay at home was due to lack of appropriate provision and certainly nothing to do with culture or religion. She further explained that culture and religion never taught anyone to look at one

daughter with one eye and another with the other eye, rather it teaches equal opportunities and treatment for all children.

> "Should there be a provision, appropriate to access, no parent will try to avoid or miss the opportunity that brings success and social development in life of their children. If one daughter is sent to higher education, the other can also be sent. Culture is human capital. For education and widening life opportunities ... Bangladeshi culture and religion would not be a problem".
>
> (Female: Parent)

Parents and Bangladeshi significant members also dismissed the fear of social division amongst them, which could arise due to their children going through a WRL programme. They thought that WRL would keep their children within the pursuits of education, who are not being appropriately supported by a school curriculum without having WRL provision. They also felt that WRL should neither be taken as a separate curriculum nor should be singled out for Bangladeshis only. The above parent illustrated that if the choice of a GNVQ option, by replacing two GCSE subjects at Key Stage 4, by less-academic students does not create social division amongst their parents, then the option of WRL, by replacing two GCSEs (see Section 2.6 in Chapter Two) which is appropriate to the skills of many Bangladeshi pupils, would not create any social division.

> "Bangladeshi pupils and others who choose GNVQ in place of two GCSE subjects, their parents never feel to be out classed. Similarly, parents of those Bangladeshi children who could choose work- related learning replacing two GCSE subjects, which suits their skill better than a GNVQ option, should not feel to be out classed".
>
> (Female: Parent)

One significant member pointed out that WRL would work towards social solidarity rather than social division.

> "WRL is about inclusion and not exclusion. The eventual affect of work- related learning is about integrity and solidarity. It aims to prevent pupils from being unemployed which could result in social exclusion. It can engage pupils to education and training and integrate to the labour market which could protect their solidarity with the British society.".
>
> (Male: Significant member)

Yr. 10 and 11 pupils stated that changes in environment and learning approach would work productively.

"I enjoyed my two-week work experience; a longer one would be more enjoyed".
(Female: Yr. 10 pupil)

"It is, in one hand, fun to be out-of school and on the hand you can expand your skills which you can't do in school."
(Male: Yr.11 pupil)

So it could be concluded that Bangladeshi participants expressed their favourable attitudes towards WRL and they did not find any cultural or religious problems that hindered Bangladeshi parents from sending their children to follow WRL at the ages of 15/16 at an out-of-school context.

Non-Bangladeshi participants (8) comprised of four careers officers and four teachers also claimed that if the Bangladeshi parents perceive the tangible benefits of WRL they would encourage their daughters and sons to attend. One female careers officer commented on discrimination by employers:

"The existing inequalities in the workplace are compounded in the young person's experience of WRL. For example, a Bangladeshi girl interested in motor mechanics might be put off by the male dominated environment (contrast with all female training schemes) or might experience discriminating attitudes".
(Female: Careers officer)

Both teachers and careers officers clarified that they do not blame parents for keeping their underachieving girls at home; rather they made the system responsible for the future of this category of pupils. One male teacher and one female careers officer claimed that the system should be blamed for lack of provision to support non-academic pupils.

"I don't blame the parents, I blame the system".
(Male: Teacher)

The non- Bangladeshi participants suggested that culture and religion would not be a bar if there was an appropriate provision within the schooling system to match the skills of many underachieving Bangladeshi boys and girls. The researcher of this study is consistent with his colleagues. Having considered the decades of underachievement by Bangladeshi children in the UK, he as an aside, appreciates such a step which could reduce the underachievement within Bangladeshi community. A question to ask here is: Does the skills advantage offered by WRL raise the performance of Bangladeshi boys and girls to a sufficient extent to

overcome any linguistic deficiencies and allow the cultural and traditional attitudes to education of the community to be fully realised?

6.3.2 Practical skills

Together with the emergence of themes discussed so far, another theme was always prevalent in the entire qualitative aspects of the study. The participants focused clearly on practical skills, which most Bangladeshi disaffected pupils possess and they (the participants) were positive that the pupils in this category could utilise and develop in the 'work placement' route of WRL provision. While discussing components of themes including SWL and LOP, the participants referred to the traditionally and culturally owned 'practical skills' from their elders; and they attached these skills with 'work placement'. The pupils can work on building their practical skills, which they could not do in schools. The school curriculum did not support them appropriately to utilise their 'practical flavoured' (Haque, op. cit) skills and as a result they underachieve in education and become at risk with GCSEs and are not so employable.

> "Our children need a proper environment to utilize their traditional practical skills".
> (Male: Parent)

The literature review identified problems with language as the major cause of disaffection between Bangladeshi children. The research subjects of Yr. 10 and 11 pupils have varied communication skills. Some pupils possess good oral skills but poor writing, reading and listening skills. The overwhelming majority of the participants believe that a practical approach could compensate for the skills in which they are poor or operating at a low level. One Yr. 10 male pupil claimed that should there exist such an opportunity of WRL for them to follow, then he could work towards becoming an engineer:

> "If it were for us to take, then I could follow a technical route to work towards engineering. My CDT sir told me I have the practical skills like an engineer."
> (Male: Yr.10 pupil)

The above quotation requires explanation about the meaning of 'engineer' as may have perceived by some of the members of the Bangladeshi community, particularly those who are first generations in the UK. According to many of them, technical

work involving practical activities such as motor mechanic, craftsman and technical operator are sometime is referred to as 'engineering'. Their understanding might have influenced their children. In the above quotation the pupil from Yr. 10 might have expressed the similar feeling. However, it is worthwhile to note that these occupations do not require any formal qualifications at entry (Occupations, 1998). The researcher of this study has helped many Bangladeshi pupils who have motivation and skills including CDT to enter into such occupational areas.

One Yr. 11 female pupil repented that such an option could support her to establish a good platform for future, where as, she was not sure about her next step then at the time of interview.

The participants who are from the first generation in Britain believed that their children possess their traditional and cultural skills of practical approach and the way they (the first generation) picked up language skills from their work place, similarly their children could 'pick up' the necessary language skills at their workplace. Two parents and all significant members commented that 65% of workforce in Bangladesh is trained in the workplace, many of whom do not have formal school education.

> "If 65 % of workforce in Bangladesh, mostly without school final education, is trained on-the practical field, then our community children would show the similar pattern in learning."
>
> (Male: Significant member)

Similarly, the participants claimed that disaffected pupils could be able to utilise and enhance their practical skills and develop other skills for working, social and personal life by taking up work placements either directly with employers, or training or a college course.

> "It's never that Bangladeshi pupils are dull or stupid, like many others they could have become disaffected, but they are intelligent, they possess practical skills".
>
> (Female: Teacher)

This statement is consistent with Cullen (NFER, 2000). Cullen argues that students whether academically able, disaffected or not, could possess talent and an appropriate environment should be available to utilize it.

"Children who aren't academic should be given a chance to let their talent shine through".

Cullen (NFER, 2000), p.1

One parent and one significant member blamed the education system that many Bangladeshi children become helpless on leaving school, predominantly due to lack of proper environment to utilize their skills. They are neither accepted by any of training providers, FE College or neither employers nor they can claim benefits. This category is mentioned as *"zero persons" in* Hayward (2002).

6.4 Conclusion

It has become evident from interviews with participants that WRL offers a wide range of opportunities for pupils to learn through provision of training, college course and employment. The participants focused very closely on the various components (benefits) of the opportunities which are not available to the disaffected pupils in classrooms but which are available to them if they undertake WRL. The participants claimed that these opportunities should be built in the NC for pupils whether academic or non-academic.

The participants, particularly the Bangladeshi participants, expressed their concerns that the NC does not provide appropriate support by matching the skills for non-academic pupils. It was discussed earlier in Chapter One and Chapter Two that most of the Bangladeshi children are judged by their schools as risk at GCSEs and many of them leave school without any formal qualification. At this stage 40% of Bangladeshi children become unemployed (The Census, 2001) and run into adverse situations. The findings of this research indicate possibilities for Bangladeshi children improving their qualifications at NVQ level 1 and subsequently to GCSEs by following the WRL option. The researcher argues that when he was a Careers Officer at Camden Office (1992 – 2002), employers do not always ask for only GCSEs but also NVQs. He has supported many Bangladeshis to achieve NVQ qualifications through training provision and helped in finding employment. Similarly an upgrade in GCSEs, for example from F grade to C, is an achievement and possible for many Bangladeshis (see quotation in page 192, Female Yr 10 Pupil).

Consequently they are in an adverse situation in society and parents are often blamed because they are unwilling to have their children, especially daughters, educated. The study revealed that underachieving girls, unlike academic girls, are encouraged to stay at home only because there are no appropriate options available for them at the age of 16. The parents claimed that, having daughters stay home to look after the family is a safeguard against the drug culture among youths in Camden. It is also revealed that Islam encourages its followers to receive education for both boys and girls.

The participants also claimed that Bangladeshi children possess and learn their cultural and traditional skills, 'the practical skills' of doing things by hand and learning in the workplace. The challenge to be met here is to see how Bangladeshi children, those who are judged as being at risk with respect to GCSEs at Key Stage 4, can fit into the WRL programme and how they develop those important skills outside classroom-based environment.

This was the main rationale for WRL to be perceived as a golden opportunity to reduce disaffection amongst Bangladeshi children and hence unemployment in the community and country. Table 6.1 lists the opportunities participants considered available for disaffected pupils through WRL.

This Chapter conducted an in-depth examination into the attitudes of participants in relation to LOP, which they thought to be available for disaffected Bangladeshi pupils by following WRL at Key Stage 4. It also examined cultural issues and traditional skills. The rationale for all those with positive attitudes in quantitative aspects and also those with negative attitudes, who later changed to positive attitudes, were clearly known. Chapter Seven and Eight will deal with the effectiveness of WRL and answer the secondary research questions by linking quantitative and qualitative data together.

7 Chapter Seven: Effectiveness of WRL: Bangladeshi Participants

7.1 Introduction

This investigation has been exploring the attitudes of Bangladeshi disaffected pupils in Yrs 10 and 11, together with their teachers, parents. careers officers. and significant members towards, and effectiveness. of WRL, in which the main research questions attempted in Chapter Four, were:

(1) What are the attitudes of the disaffected students of Yrs 10 and 11. their teachers, parents. careers officers, and significant members towards a WRL programme?

(2) Is there any difference in attitudes towards WRL between males and females and other sub-groups?

(3) Is there any relationship between attitudes towards WRL. the length of schooling by pupils. and the length of stay by parents and significant members in Britain?

This Chapter will first offer a critical review of previous chapters and then consider the remaining main question:

Is WRL effective for Bangladeshi disaffected pupils at Key Stage 4?

In order to answer this question, the effectiveness of WRL in the eyes of Bangladeshi and non - Bangladeshi participants (Bangladeshi disaffected pupils from Yr10 and 11 from two schools, their parents and significant members of the community) was dealt with separately. This gave a clearer picture of how Bangladeshi participants alone accepted the provision of WRL and how they contrasted, if they did. with Non-Bangladeshi participants. This Chapter dealt with Bangladeshi participants: How effective was this programme in their eyes?

This Chapter integrates quantitative and qualitative data together to draw a composite portrait on the reasons of effectiveness of WRL and dealt separately with each of the Bangladeshi sub-groups in two steps as outlined below and showed in diagram 7.1:

Step One: SWL: Attitudes of each Bangladeshi sub-group towards WRL in relation to SWL in the light of quantitative research; and effectiveness of WRL in the eyes of each Bangladeshi sub-group in relation to SWL (see Key Skills in Section 7.2.4.1) in the light of qualitative aspect of the research.

Step two: LOP: Attitudes of each Bangladeshi sub-group towards WRL in relation to SWL in the light of quantitative research; and effectiveness of WRL in the eyes of each Bangladeshi sub-group in relation to SWL (see Key Skills in Section 7.2.4.1) in the light of qualitative aspect of the research.

Figure 7.1: Plan for the exploration of attitudes and effectiveness of WRL

Step-1   SWL   → QUANTITATIVE | Factor: One (SWL) |

→ QUALITATIVE

Themes of (SWL)
Communication
Numeracy
IT
Working with Others
Problem Solving
Improving own learning &
performance
Personal
 Social & life skills

QUANTITATIVE | Factor: Two (LOP) |

Step-2   LOP

QUALITATIVE

Themes of LOP
NVQ
GCSE
Careers progression routes
Careers idea
Employability
Traditional & cultural
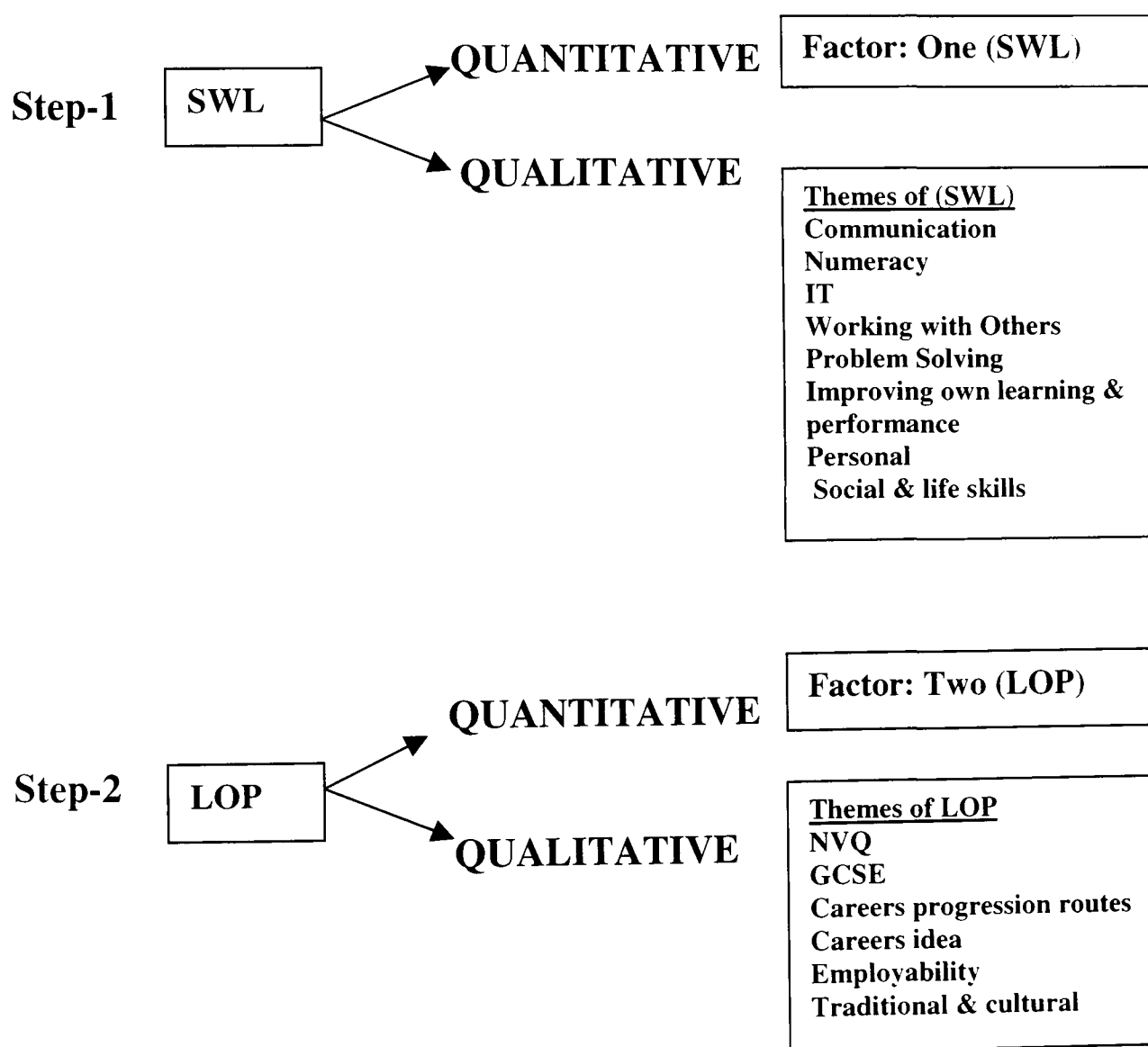
7.2 A critical review of the evidence

7.2.1 The problem

Many of the Bangladeshi children are underachieving in education and are significantly under-represented in employment (HAC, 1986; Marland, 1996; Modood, 1997; John & Qureshi, 1999; Haque (op. cit) and Haroon, 2002). Studies (for example Haque (op. cit)) have revealed various reasons (see Section 2.4 Chapter Two) for their low attainment in education and suggest a lack of skill in the English language as the predominant factor. The NC does not support their language development adequately and many of them subsequently leave school at 16 with no formal qualifications (House of Commons Sessions, 1997, 1998; NFER 2000).

Having being discouraged in seeking post-16 education, training or employment, some of the young men at 16 adopt unsuitable behavioural patterns, which include joining street gangs and becoming involved in anti-social behaviour. Others, having been employed in Bangladeshi restaurants for a few weeks and then being unable to cope with the lengthy and unsociable hours of work, leave employment and join their friends in street groups (Desai, 2000), becoming dependent on unemployment benefits. The young women at 16 are typically forced to stay at home because of their parents' cultural and religious concerns. When they reach the age of 18 they often marry – either in Britain or in Bangladesh. Those who marry back in Bangladesh face emigration problems when bringing their husbands to join them in Britain. Those women give birth to their children in Britain and continue to live a life of a single parent (researcher's personal experience).

Many studies so far have revealed the reasons for their low attainment in schools but, until now there have been no such empirical studies in any area of the country that has suggested ways and means as to how to reduce their underachievement.

However since 1997, the Department for Employment and Education has launched a programme to provide financial and other support to a range of locally derived and delivered WRL projects. The Government has committed to high quality WRL for 14-16 year olds and these WRL projects have been launched in an attempt to fulfil this commitment. The projects aimed to encourage innovative arrangements for

WRL and also ensure that FE colleges and training providers can take part in the projects by offering appropriate courses and likewise employers by offering appropriate placements for 14-16 years old pupils.

7.2.2 Aims and objectives

Whilst most attention has so far been on the effectiveness of WRL programmes for pupils of minority ethnic original in general, no specific research has been offered on how effective WRL programmes could be for Bangladeshi pupils at Key Stage 4.

In the absence of such studies and because some failures are reported in WRL schemes in the DfEE projects (2.7 in Chapter Two), it was of significant importance, to conduct extensive investigations into the attitudes of Bangladeshi disaffected pupils of Yrs 10 and 11 in Camden Schools, their teachers, parents, careers officers, and the significant members towards WRL and its effectiveness at Key Stage 4. As its secondary aim, the research aims find out the scope of WRL in the context of the NC, any differences in attitudes between genders of the sub-groups, and also to find out any relationship of the variables with the attitudes of the participants.

7.2.3 Key findings

7.2.3.1 Quantitative research

The quantitative research was conducted with a questionnaire among a sample of 328 subjects to investigate their attitudes towards WRL as measured by the Likert scale. 288 persons returned the questionnaires indicating, predominantly, positive attitudes towards WRL. However, the statistical information collected on variables by using a questionnaire required further interaction with the participants through in-depth interviews in order to examine the reasons for their attitudes. The questionnaire had contained 62 items, based on a set of dependent variables including the components of 'Key Skills' (see Section 3.4.1 in Chapter Three) and career-oriented factors, both of which are related to the employment skills listed below. However, by applying Factor Analysis, the 62 items were reduced to two factors: SWL and LOP (see Section 4.5, Chapter Four). The dependent variables of Key Skills were grouped under SWL and those of career-related factors under LOP (see Sections 4.5.3.1 and 4.5.3.2 in Chapter Four).

Factor One: SWL

<u>Key skills</u>

Communication

Application of number (Numeracy skills)

IT

Working with others

Problem solving

Improving own learning and performance

Personal

Social and life skills

Factor Two: LOP

National Vocational Qualification (NVQ)

GCSE

Career progression route

Career ideas

Employability skills

Culture and tradition

The quantitative research revealed that the overall majority showed positive attitudes towards WRL though there were differences in attitudes between gender and sub-groups. Males were found to have more positive attitudes (mean 2.02) than females (mean 2.87) in relation to the variable SWL. On the other hand, females were found to have more positive attitudes (mean: 1.93) than the males (mean 2.02) in relation to the variable LOP. Similar patterns of gender differences were found across the Bangladeshi community. Significant differences in attitudes were also found between sub-groups: Yr 11 pupils (mean 2.31) and teachers (mean 1.97), Yr 10 pupils (mean 1.90) and significant members (mean 1.87) in relation to the factor LOP. However, no significant differences were found in attitudes between sub-groups in relation to the variable 'LOP.' However, one interesting point to be noted is that the above differences in attitudes were diminished by the qualitative research because the participants with negative attitudes tended to switch their attitudes to positive having been informed about the tangible benefits of WRL from various sources (see Section below).

The research however, failed to find any relationship between WRL and length of schooling in Britain by pupils and length of stay in Britain by the parents. but found the relationship between parents' level of education and their attitudes towards WRL (see Section 4.6.11 in Chapter Four).

7.2.3.2 Qualitative research

The case study qualitative research contained semi-structured questions (see Appendix Seven) evolved out of the dependent variables used in the quantitative questionnaire and involved in-depth interviews with a sample of 24 participants. The sample was selected by purposive sampling from the 288 participants of quantitative research who had either strongly agreed or strongly disagreed with the provision of WRL. The sample was representative of all sub-groups with equal members from each gender e.g. four members were selected by stratified sampling from each group taking one of each gender from those who either strongly agreed or strongly disagreed.

It is interesting to note that many of the participants, who showed negative attitudes in the quantitative aspects, had showed positive attitudes towards WRL in the qualitative research. This was probably because the participants had received more information on WRL during the interval between quantitative and qualitative research from various sources, which included television, radio, newspapers. and DfES materials. The teachers, careers officers and significant members mainly read DfES materials and information through the media whilst parents and pupils were informed through the Bangladeshi community centre and also through a member of the Bangladeshi community who was a member of the research staff working on a DfES Research Project for disaffected pupils. Thus awareness of the possible benefits WRL became more accessible to the community during the period of this research. which enabled participants to express more sophisticated views. As a result, in-depth discussions through the interviews enabled a more diversive analysis of the community's views.

The qualitative research showed that all participants had positive attitudes towards WRL in relation to the above variables (see Section 7.2.3.). which were categorised under factors: SWL and LOP. The participants believed that Bangladeshi pupils.

who could not develop Key Skills (known as human capital) in a classroom context could be able to develop them in a practical context through WRL. The participants focussed very closely on the pragmatic benefits WRL could bring to the lives of many Bangladeshi pupils. Non-academic Bangladeshi pupils have skills in vocational subjects including art, design, craft and technology. According to the school profiles their levels of achievements in these subjects are usually higher than those of academic subjects. This indicates that the practical skills they possess can be developed best in a practical environment.

Secondly, the participants claimed that WRL provisions can bring a wide range of learning and employment opportunities to the lives of many Bangladeshi pupils disaffected at Key Stage 4. The participants pointed out that while inappropriate provision can bring disaffection into the lives of many young people appropriate provision can equally bring success.

7.3 Bangladeshi participant's attitudes towards work-related learning and its effectiveness at Key Stage 4

This section deals separately with the attitudes of the individual Bangladeshi sub-groups towards WRL and its effectiveness by discussing the responses of sixteen participants of the qualitative research, as indicated in Section 7.1.

7.3.1 Yr 10 pupils: Attitudes towards and effectiveness of WRL

7.3.1.1 Attitudes of Yr 10 pupils towards WRL in relation to SWL

It was discussed earlier in Chapter Four (see Section 4.6.1) that overall. Yr10 pupils showed positive attitudes in the quantitative research towards WRL in relation to SWL. Table 4.11 (see Chapter Four) shows that the mean score by Yr 10 pupils is 1.88, corresponding to standard deviation 0.19 in relation to SWL. It can be seen that, with mean score 1.88, Yr 10 pupils agreed (agree=2 on the Likert scale) that WRL can be conducive to Bangladeshi disaffected pupils at Key Stage 4. However, it is still unclear why they agreed to the provision of WRL while other participants did not. The following section explores these questions.

7.3.1.2 Yr. 10 pupils: Effectiveness of work- related learning in relation to SWL

This section discussed the responses of four Yr. 10 pupils involved in qualitative research by focusing on what they have said regarding effectiveness of WRL in relation to SWL.

<u>Yr. 10 pupils: Effectiveness of WRL in relation to communication skills</u>

All four participants from Yr 10 expressed strong views that communication skills can be developed through WRL. In work placement, regular interaction with various people help the pupils develops their oral skills. Many Bangladeshi pupils in schools have low levels of English and they tend to have contact only with their peers who speak their own mother tongue, Bengali (Modood, 1997). This becomes an obstacle for many pupils towards developing English oral skills in school. In a work placement they are required to speak (or try to speak) in English on a regular basis and gradually develop their oral skills. Others, whose English is relatively better can improve their communication skills by telephone conversations as well. All the Yr 10 participants further claimed that, pupils on work placement do not only improve

their verbal skills, but also their written skills by writing memos, filling in forms and writing notes. Their listening skills are improved by paying attention to the instruction of their line managers or supervisors (Rainbird, 2000).

However, two male participants, one previously having strongly positive and the other strongly negative attitudes in the quantitative aspect of the research, warned about discrimination among employers. Some employers treated the pupils like children and paid less attention to them. Both described their own experiences of work placements which they found boring and claimed they learnt almost nothing. They suggested that the schools should frequently monitor progress in work placements and take any steps necessary to ensure that no discrimination takes place so that WRL is productive and contributes towards the achievements of disaffected pupils. The above suggestion made by the males of Yr 10 pupils is consistent with the guidance for school on WRL by the QCA (1998d). The Report states that schools should:

> "Organise regular liaison meetings with all parties involved in out-of-school curriculum provision, to share with them responsibility for its implementation, monitoring, evaluation and feedback." (p 7)

Effectiveness of WRL in relation to application of number (numeracy skills)

All four participants from Yr 10 showed positive attitudes towards WRL provisions in relation to improvement in numeracy skills. They criticized the mathematics teaching method in school which is more supportive for academic pupils. They were concerned about the importance of numeracy skills in the job market. Many Bangladeshi pupils do not have adequate numeracy skills by the time they leave school. They cannot meet the job requirement of many employers and therefore remain unemployed for a long period. The participants claimed that WRL provisions can definitely improve their skills in the application of numbers by having been appropriately placed in a retail shop. They explained that some employers expect their employees to measure materials accurately, e.g., to find out the dimension of a pipe, to cut a piece of carpet, or calculate VAT (none of which is practised in schools).

They added that pupils can develop these valuable skills in their work placement through WRL before they leave school. In an appropriate placement according to the demand of the skills required to improve, pupils can learn how to apply maths in work situations and gradually improve their numeracy skills (NFER, op. cit; AR Projects, op. cit, and Demonstration projects, op. cit).

The two participants who strongly disagreed in the quantitative research earlier added that equal-opportunities policies should be implemented fully in selecting pupils and their placements. This statement is consistent with the Guidance Report by the QCA (1998d). According to the Report the school is required to ensure that equal opportunities policies are in place including recruiting and placements:

> "In selecting pupils and planning provision, care needs to be taken to avoid gender and racial stereotyping. On an individual basis, about what is best for the pupil and the involvements of the pupil in decision-making will be critical to success." (p 3)

It can be seen that the above point made by the pupils of Yr10 on equal opportunities policies are already in the framework of WRL.

Yr.10 pupils: Effectiveness of WRL in relation to IT

All of Yr 10 participants agreed that Bangladeshi pupils can gain a wide range of tangible benefits from WRL, including the benefit of improving their IT skills. They stressed that work placements for those pupils who have interest in the field of IT should be in the IT environment; and the training or college course should be IT related. They claimed that IT skills require practice on a regular basis. Bangladeshi pupils, who failed to develop their IT skills within the school context, will welcome the alternative provision as an opportunity to develop these valuable skills. Many pupils did not have appropriate support in school because of constraints including lack of sufficient IT terminals. However, a specific weekly placement in an IT environment for about two could possibly help them to develop IT skills before they leave school. A structured programme on IT through WRL could benefit many pupils. They suggested that pupils who would like to build a career in the field of IT, even at junior level, should choose appropriate WRL programmes of their school.

However, one male with a positive attitude and one male and one female pupil with negative attitudes in the quantitative research stressed the appropriateness of the

placement as before. However, from the above quotation from the Guidance for School by the QCA it is revealed that the school should take care in all respects connected with bringing out success for the disaffected pupils, including appropriate placement.

Yr. 10 pupils: Effectiveness of WRL in relation to working with others

Every one of the participants expressed their positive attitudes that team work, an important employability skill, is developed by working with different people in a team. Many Bangladeshi pupils could be able to develop this employable skill in work placements by taking WRL provision. The skills of working with others can rarely be developed in school. They can share experience from others, deal with colleagues and managers and thus improve their skills.

The male respondent with a negative attitude in the quantitative research said that if the employers follow the guidelines of equal opportunities policies, then there should be opportunities for young people to improve their various skills including working with others.

The female respondent with negative attitudes in the quantitative research claimed that if teachers monitor the work regularly, and pay more attention as they do during two week-placements, then the Bangladeshi disaffected pupils could have many opportunities to learn from 'working with others'.

Yr. 10 pupils: Effectiveness of WRL in relation to problem solving

Each of the four participants agreed that skills in problem solving are developed by facing problems; and it is likely that in a work placement problems will arise and pupils on placement dealing with the problems on regular basis could be able to develop their problem solving skills. They argued that it is highly unlikely that problem solving skills can be developed substantially within the school context. However, pupils on WRL routes can find their work placement as an institute to learn how to tackle with different situation alone. Their supervisors or line managers can help them the same as their schoolteachers and they can pick up the skills (Rainbird op. cit). They claimed that work placement is one of the appropriate environments to face problems and find ways to solve them.

However, one female respondent (Yr 10 pupil) mentioned an issue of racism against Bangladeshi nationals by employers (John and Qureshi, 1999). She warned that the employers should abide strictly by the guidelines of equal opportunities policies otherwise it could be a total waste of time for many Bangladeshi pupils. She explained how she was racially discriminated against by an employer during her work experience. The employer did little to help her when she lost her purse in the office. They merely sent her to seek help from another Asian employee.

Yr. 10 pupils: Effectiveness of WRL in relation to improving own learning and performance

Yr 10 pupils, those with positive and also negative attitudes in the quantitative research, showed their positive attitudes towards WRL in the interviews, which could be conducive to many pupils in relation to improving their own learning and performance. They stressed the fact that those who failed to improve their performance within an environment with teachers and textbooks, can improve by going through other means of learning, which is offered in the work place (Rainbird 2000).

None showed any negative attitudes towards WRL in relation to improving their own learning and performance.

Yr. 10 pupils: Effectiveness of WRL in relation to personal, social skills and life skills

One male and one female pupil, who showed positive attitudes in the quantitative research, had maintained the same attitude again in the qualitative research in relation to motivation. They claimed that pupils on WRL provisions would be out-of-school and in an environment with people other than their teachers who could not help them in school. A different environment can greatly influence those pupils who need various supports to be motivated towards learning. Once they are motivated, they can find enthusiasm in working reliably and thus they can raise their level of confidence.

The other two pupils (male and female) with previously negative attitudes, had the same feeling as above, and in addition to that, they claimed that the demotivated pupils can find the out-of-school environment interesting and therefore get

motivated. They can improve skills by interacting with others and mixing with a range people. They can also improve their life skills in relation to travelling independently and handling money as well.

The above statement is consistent with the evaluation Reports from Ofsted (2001g), DfES (2002), AR Projects (op. cit), Demonstration Project (op. cit) and NFER (2000) which revealed that most of the disaffected pupils with demotivation in education and training showed a good deal of interest in their projects through WRL and were able to choose their next step which may involve going to college, training or employment.

7.3.1.3 Attitudes of Yr 10 pupils towards WRL in relation to LOP

It was discussed in Chapter 4 (see Section 4.6.2) that the overall majority of Yr 10 pupils in the quantitative research showed positive attitudes towards WRL in relation to LOP which can be available to many Bangladeshi disaffected pupils by taking the route of WRL at Key Stage 4. Table 4.13 shows that the mean score by Yr10 pupils is 1.90 with corresponding standard deviation 0.32. Mean 1.90 means that they agreed that WRL can be helpful for those pupils who did not succeed in school. However, it is still unclear why they agreed to the provision of WRL while other participants did not. The following section explores these questions by focusing on National Vocational Qualifications (NVQ), careers progression routes, careers ideas, employability and traditional and cultural skills.

7.3.1.4 Yr 10 pupils: Effectiveness of WRL in relation LOP

This section discussed the responses of four Yr. 10 pupils involved in qualitative research by focusing on what they have said towards effectiveness of WRL in relation to LOP.

Yr. 10 pupils: Effectiveness of WRL in relation to NVQ

All four of Yr10 pupils expressed their strong positive views for inclusion of NVQs in WRL programme. They declared that NVQs are the appropriate route for many Bangladeshi pupils to achieve qualifications before leaving school and becoming unemployed. NVQs are the appropriate alternative to GCSEs. NVQs suit the practical skills some Bangladeshi pupils possess, and GCSEs suit academic skills which many Bangladeshi pupils lack. They claimed the Bangladeshi pupils with

their traditional practical skill could do better in the field of work. Having been placed with employers one day each week during Key Stage 4, many pupils could be able to follow on with a training course or employment. They further claimed that WRL is bringing fortune for Bangladeshi pupils by including NVQ units at Key Stage 4.

Effectiveness of WRL in relation to GCSE

All participants showed their positive attitudes that WRL could be complementary to subjects studied in school including English, Maths, art, textile, craft and design. They explained that regular interactions with people on work placement could improve oral skills, which many Bengali pupils cannot develop at school, because they tend to converse with peers in their mother tongue (Modood, op. cit): writing notes and memos could contribute to word power: and working in a retail environment could contribute to number power and its applications. They further claimed that the pupils' performance could certainly be better than they could have achieved without going through WRL like their predecessors.

Effectiveness of WRL in relation to careers progression routes

The male and female of Yr.10 pupils with positive attitudes and the male with negative attitudes in the quantitative research claimed that the option of WRL could be helpful to disaffected pupils in various ways including raising their awareness of progression routes which are available to them at 16. By taking a training course, college course or placement with employer, up to one day every week for about two years, they could be able to acquire the knowledge required to be able to decide their next option.

The female pupil with negative attitude in the quantitative research accepted that pupils can raise their awareness of their next step to take at 16. However, school's careers officers should provide a careers guidance service to pupils. They stressed that pupils can receive more information on their progression routes in a qualified way from the school's careers officer than they can receive from any WRL provisions.

Effectiveness of WRL in relation to careers idea

The participants of Yr.10 (one male and one female) both with positive and negative attitudes in the quantitative research agreed that pupils spending long time for about two years with a training, college course, or work placement with employer could be able to develop their knowledge sufficiently to assess their strengths and weaknesses and to ascertain what careers they can go into. However, the male and female pupils with negative attitudes before in the quantitative research said that they strongly disagreed thinking that WRL provisions might not provide all careers guidance and modern technologies for example 'KUDOS' to help pupils by generating careers idea. However, they changed their attitudes in the qualitative research, because they, in the mean time, came to know more about WRL and understand that many Bangladeshi pupils could have a wide range of tangible benefits from WRL programme including broadening their insights for making careers decision.

Effectiveness of WRL in relation to employability

It is interesting that all participants (4) from Yr 10 showed positive attitudes in both quantitative and qualitative research in relation to employability. They expressed that those Bangladeshi disaffected pupils, who leave school without appropriate ability to cope with any options at 16, can raise their ability of employment by taking either training or a college course or being placed with employers. Qualification (NVQ) from training or college course and experience from the world of work could be of tremendous help in securing a job.

Effectiveness of WRL in relation to tradition and culture

Yr. 10 male and females were positive about the benefits of WRL, and suggested that an out-of-school programme would not hinder, but could be effective in developing the skills. They claimed that learning in a practical environment could be more effective than anything could learn at school.

7.3.2 Yr11 pupils: Attitudes towards and effectiveness of work-related learning

7.3.2.1 Attitudes of Yr 11 pupils towards WRL in relation to SWL

This section dealt with the quantitative aspects of the research involved in measuring attitudes of Yr11 pupils towards WRL in relation to the variable SWL.

It was discussed earlier in section 4.6.1 that the overall majority of Yr 11 pupils showed positive attitudes towards WRL in relation to SWL. Table 4.11 shows that the mean score by 47 Yr 11 pupils is 2.27 corresponding to standard deviation 0.69. With mean score 2.04, the participants of Yr 11 showed that they had favourable attitudes towards WRL. However it is still unclear why they agreed to the provision of WRL, and also why some other participants did not agree? The following section will answer these questions.

7.3.2.2 Yr 11 pupils: Effectiveness of WRL in relation to SWL

This section discussed the responses of four Yr. 11 pupils involved in qualitative research by focusing on what they have said regarding the effectiveness of WRL in relation to SWL.

Effectiveness of WRL in relation to communication skills

All four participants (Yr 11) including those two who had negative attitudes in the quantitative research, stressed upon that they felt experiential learning to be appropriate for the pupils disaffected at Key Stage 4. According to them, 'communication' whether verbal, written, reading or listening can be developed in the field of work (Bently, 2000). Speaking with colleagues, writing notes or letters, and following instructions from senior staff on a regular basis could improve their communication skills substantially. However, they also warned that unless the pupils are offered placements according to their choice of careers interests and unless the teachers monitor their progress from time to time, the outcomes might not be as expected. They described from their own experience that many pupils were not offered a placement in line with their interests in Yr 10, and the careers co-ordinator from their school did not visit them during their work experience week. They claimed that a long-term work placement through WRL could help the disaffected pupils provided that the school takes the necessary steps to improve their levels of support with the pupils during their placement.

It is seen that all participants from Yr 11, males and females, are claiming that WRL is effective in developing the communication skills among many Bangladeshi disaffected pupils at Key Stage 4. Two of them pointed out that the schools' role

could make the WRL productive. This is consistent with the Report 'Guidance for schools' by QCA (1998d).

Effectiveness of WRL in relation to application of number (numeracy skills)

Two Yr 11 pupils with positive attitudes towards WRL declared that employers not only look for communication skills but also numeracy skills. It is almost impossible to get a job either without a good grade in GCSE Maths or experience of application of numbers in practice. Many Bangladeshi pupils fail in Maths. However, if they are in an environment where Maths are required for use in work, then these pupils could develop their numeracy skills, which could support their application for employment (Eraut, 2000).

Other two participants (one male and one female) with negative attitudes accepted that numeracy skills can be improved by following routes of WRL, but they argued that their degree of improvement might be limited.

Effectiveness of WRL in relation to IT

Two female pupils from Yr 11 claimed that disaffected pupils could receive a wide range of tangible benefits from WRL, particularly IT. They are concerned that future job market will be influenced by the demand for IT skills. They claimed that, though disaffected, if Bangladeshi pupils are properly placed and trained through any WRL provisions, they could be able to establish a platform for their future career whilst still at in school.

One male pupil echoed the same claim as made by the above participants. However, he was concerned about racism of teachers, as well as the providers, who stereotype the pupils as 'Bangladesh pupils with low esteem' (Modood, op. cit. and Tomlinson, op. cit), but he believed that if necessary steps could be taken to eradicate or at least to control, the level of racism, then the pupils could find success in the new provisions.

The other male pupil was concerned about appropriate placements in an IT environment where the provider should support the pupils by providing sufficient access to IT system of their organisation. Otherwise pupils can do little in WRL in relation to improving their IT skills.

Effectiveness of WRL in relation to working with others

All four participants from Yr 11 with positive and negative attitudes in the quantitative research agreed that skills in team work. very frequently required by employers, are developed by working with others with a wide range of age. ability and qualification. The school cannot provide adequate support in this way. So. the disaffected pupils who could not acquire the necessary skills in school could be able to develop this important employability skill, which requires working with others by learning formally and informally. (Rainbird, op. cit and Eraut op. cit)

However, one of the participants (male) who had negative attitudes in the quantitative research complained that many employers discriminate against young people misjudging their age. They treat young people as primary children and not as older pupils. The participants warned that care should be taken to ensure that employers do not treat the pupils as 'babies' but respect them as potential learners.

Effectiveness of WRL in relation to problem solving

In the interviews one male and one female Yr. 11 pupil who had negative attitudes in the quantitative research, had given views similar to those who had positive attitudes. that, pupils will need to experience problems, in order to improve their problem-solving skills. Everyone stressed that practice makes a man perfect. In a work placement, pupils are likely to face problems more than in their classroom. The ability to solve problems is an additional skill that many disaffected pupils can acquire to please employers.

However two participants, one male and one female with negative attitudes were concerned about two things. According to one of them (male), WRL might not be a safe and healthy environment for young people (for example a motor mechanic may be required to use heavy tools, machinery and equipment) and unless the employers take necessary measures in planning the programme appropriate for young pupils at key stage 4. The other respondent felt that problem-solving skills could be improved if the pupils received proper attention by the providers.

Effectiveness of WRL in relation to improving own learning and performance

All four Yr. 11 pupils said in the interview that WRL provisions could work as an alternative context of learning and performance for many Bangladeshi pupils who

could not perform well in school. Either training route, college course or work placement could be conducive to the disaffected pupils to improve their learning, or show enhanced performance by learning formally and informally (Rainbird op. cit and Eraut op. cit).

Two participants - one male and one female – previously with negative attitudes in the quantitative research raised again the issue of racism in the employment market (John and Qureshi, op. cit).

Effectiveness of WRL in relation to personal, social and life skills

All participants of Yr. 11 said that a practical approach of learning through WRL can motivate many pupils who are demotivated at school, because they possess the skills required by WRL. In the school environment they have been a failure because their skills did not match the provision. In a work placement they will see what others are doing and the end result and benefits of their work and how this could improve their lives.

Two participants, one male and one female, formerly with negative attitudes had mixed feelings. They were concerned that those already struggling in schools might find it difficult to be motivated by following a 'one day a week programme'. Having said that, they also pointed out that, an out-of-school environment together with their practical skills would be in their favour. It can be suggested that the above two participants formerly with negative attitudes, and who subsequently changed their attitudes after increasing their knowledge on WRL from various sources, perhaps did not update their knowledge on the full range of benefits from WRL, including the development of personal social and life skills. It was discussed earlier that DfES Projects Reports revealed that a many demotivated pupils showed signs of progress and interest in their work and they saw the positive side of life (Ofsted, 2001b; DfES 2002; AR Projects (op. cit); Demonstration Project, (op. cit) and NFER, 2000).

7.3.2.3 Attitudes of Yr. 11 pupils towards WRL in relation to LOP

It was discussed earlier in section 4.6.2 that the overall majority of Yr. 11 pupils showed positive attitudes towards WRL in relation to the variable LOP. Table 4.13 shows that the mean score by 47 participants from Yr. 11 is 2.03 with corresponding standard deviation 0.25. The mean score 2.03 suggests that the overall majority of 47

pupils from Yr. 11 had showed positive attitudes towards WRL in relation to LOP. The following section will explore whether WRL is effective for Bangladeshi children at Key stage 4.

7.3.2.4 Yr 11 pupils: Effectiveness WRL in relation to LOP

This section discussed the responses of four Yr. 11 pupils involved the qualitative research by focusing on what they have said towards effectiveness of WRL in relation to LOP.

<u>Effectiveness of WRL in relation to NVQ</u>

Two of Yr.11 pupils with positive attitudes in the quantitative research, showed their strong attitudes in the interviews, too. They claimed that NVQs could work as a substitute for GCSEs for many Bangladeshi pupils by providing them with the opportunity to qualify before leaving school. NVQs are welcomed by many employers. On leaving school, pupils can either find employment or continue with further levels of NVQ through training and further education. NVQs could be of great significance for Bangladeshi disaffected pupils, if the provision is introduced at Key Stage 4 (Dearing, 1996).

Two Yr. 11 pupils, one male and one female, with negative attitudes in the quantitative research shared the same views as other participants, having positive attitudes as above. However, they had some concerns on technique and process of delivery of NVQ units in Key Stage 4 (Kolb, 1984). One of them (male) was concerned about the units of NVQs which are designed for young people aged 16 + and they were not sure as to how Key Stage 4 pupils could fit into the units. The other one (female) said that NVQs involved work placement and many employers discriminate against Bangladeshi people. If the school works with the employers in an endeavour to eradicate discrimination from the process, then WRL should be the most effective route for many Bangladeshi pupils.

The issues of racism have been with (see above). With regard to the issue of redesigning NVQs to suit pre-16 education level, the researcher had the same opinion about these two participants as he had in the section on "effectiveness of WRL in relation to personal, social and life skills" on the updating their knowledge

on WRL. The DfES Reports also revealed that many disaffected pupils achieved NVQs before leaving school.

Effectiveness of WRL in relation to GCSE

Two Yr. 11 pupils, one male and one female, claimed that WRL provision of work placement, training or college courses could help pupils develop various skills including oral, written English, numeracy and IT skills. A placement, either directs with an employer or through a training or FE college course, could necessitate the pupils interaction with different people and include writing notes, letters, and conducting telephone conversations. Depending on the placement they can also develop skills in Maths which can be used to complement their GCSE work.

Two other participants, one male and one female, said that the GCSE subjects need support from qualified teachers not from employers or others who never teach young pupils. However, the school environment could not support them appropriately. If WRL provides appropriate placements, then the outputs from WRL could substantially support them in GCSE exams and also make them more attractive to employers on leaving school.

Effectiveness of WRL in relation to 'careers progression routes'

All Yr.11 pupils showed strong support for WRL provisions. Everyone claimed that pupils on work placement could be able, from their learning experience (Rainbird, 2000) to know what they need to do next and choose ways they then can advance further. Pupils on a training course could know about the next level of qualifications to be gained and could be able to know what to do with the qualification they have achieved towards the end of Key Stage 4; similarly pupils on a college course can find out their next option. Every year many pupils leave school without being sure what their options are. However, they claimed that pupils could be able to pin point their route before leaving school. It could be an effective step by the DfES to support the disaffected pupils.

However, two participants, one male and one female with negative attitudes in the quantitative research pointed out those pupils on WRL should receive careers guidance in order to make a decision on their progressions routes. It was discussed earlier that the Careers Service would be one of the partners involved in WRL projects (QCA, 1998d and 2001b).

Effectiveness of WRL in relation to careers idea

As above in the 'careers progression route' all four participants with positive and also negative attitudes in the quantitative research, showed their strong positive attitude in the qualitative research towards WRL in relation to careers idea. They claimed that pupils on any WRL provisions could be better able to make up their minds regarding their future career and what they want to do with their life. Work placement could help them to recognise their strengths and weaknesses. They could be able to work on the skills they were lacking or are weak in. This learning experience (Huddleston, and Rainbird, as in Rainbird, 2000) could help them to match up their achievements and interest with a future career. Similarly pupils on a training or college course can link their qualifications with a career.

However, two participants one male and one female with previous negative attitudes who later showed positive attitudes in the interviews, expressed their concern that the pupils on disapplications of NC should not be deprived of careers guidance, from their careers officers, otherwise, they may have unrealistic ideas because of the absence of qualified guidance.

Effectiveness of WRL in relation to employability

Once again all four participants, either with positive or negative attitudes in the quantitative research, showed positive attitudes in their interviews towards WRL. They claimed that by developing employability skills whilst in school, pupils could be employed in their area of interests on leaving school. WRL provisions could equip them with the awareness of the world of work and they could be able to recognise their own strength and weaknesses, team working, learning skills and qualifications. All these could help the pupils to compete in the world of work. For many pupils, WRL could act as blessing. What they were not able to achieve in four/five years at school, they could be able to achieve in about a couple years. WRL could be effective for disaffected Bangladeshi pupils if adopted at Key Stage 4.

However, two participants one male and one female who had negative attitudes in the quantitative research said that if the schools made agreements with employers for the pupils to have the placement for two years and the employers had targets to meet in the time scale mentioned to support the pupils overall achievement. WRL should

be very effective for many disaffected pupils, including Bangladeshis. This statement could be justified on the basis of the positive outcomes of the DfES and pilot research projects which have been discussed earlier in Section 2.10 in Chapter Two (P 85)

Effectiveness of WRL in relation to culture and tradition

Yr. 11 pupils, having long term experience of disaffection at school, are overwhelmed by such an opportunity whereby they could utilize their skills and build a career. Neither culture nor the religion would be a barrier for their progression. They strongly recommend WRL for prospective pupils.

7.3.3 Parents: Attitudes towards and effectiveness of WRL

7.3.3.1 Attitudes of parents towards WRL in relation to SWL

This section dealt with the quantitative aspects of the research involved in measuring attitudes of parents towards WRL in relation to the variable SWL. It was discussed earlier in section 4.6.1 that the overall majority of parents showed positive attitudes towards WRL in relation to SWL. Table 4.11 shows that the mean score by all parents is 1.72, with the corresponding standard deviation 0.28. It suggests that with mean score 1.72 the majority of the parents agreed that WRL provision can be conducive for many Bangladeshi disaffected pupils at Key Stage 4. However, it is not yet known why the parents think WRL could be helpful. It is also not yet known why some other parents had negative attitudes. The following section focusing on variables will reveal their reasons.

7.3.3.2 Parents: Effectiveness of WRL in relation to SWL

This section discussed the responses of four parents involved in the qualitative research by focusing on what they said towards effectiveness of WRL in relation to SWL.

Effectiveness of WRL in relation to communication skills

All four Bangladeshi parents in the qualitative research showed positive attitudes towards WRL in relation to 'communication'. They argued that those Bangladeshi pupils, who failed to develop the important skill of communication by following the NC at school, could be able to develop through the practical approach of WRL

provision. The parents claimed that WRL could help them better than a language laboratory in school. Two male parents said they came to the U. K. with little or no English, but were able to develop not only the oral skills, but also skills in writing and listening within their work places (Lais, 2003; Harun, 2002; Choudhury, op. cit and Adams, 1987). They further claimed that their children could be able to do the same if they were appropriately placed in work related provisions. They also claimed that their children showed signs of progress including communication skills merely by going through a two-week work experience in Yr 10. They were positive that WRL could be a gateway to success and reduce disaffection among the Bangladeshi community. One female parent suggested that if the new provision could include female mentors to work with any Bangladeshi girls who are shy then WRL could be a stepping-stone to their success. The other two male parents, one having positive and the other one negative attitudes before, said that, WRL could be very effective, if the employers treat the pupils as potential learners and if they do not stereotype them as pupils with low esteem. They went on to say that many employers discriminate against Bangladeshi pupils because of their national background (John and Qureshi, 1999). If these issues were addressed to even a certain level, then WRL provision could support the pupils tremendously to reduce disaffection among them.

It should be clarified here that the Guidance Report for School on WRL by the QCA (1998d) illustrates how the school should work with multi-agency partners in order to make a successful outcome from WRL. The Guidance Report for school highlights that:

> "Planning should involve the school, providing institutions, employers, other relevant professionals, pupils and parents. It should lead to a formalised agreement between pupils, parents, school, college and employer, which commit all parties to working towards a successful outcome" (Guidance Report for Schools, p3.)

Effectiveness of WRL in relation to application of number (Numeracy skills)

Two parents one male and one female with positive and two with negative attitudes in the quantitative research showed positive attitudes in the interviews. They believed that, Bangladeshi pupils with lower levels of numeracy skills in schools can develop their numeracy schools in work placements. Practising on a regular basis during work placement could make them familiar with application of numbers.

Bangladeshi parents referred to the catering industry, where Bangladeshi young people picked up their numeracy skills at their work places even though they did not have good levels of numeracy skills in school (Lais, 2003 and Harun, 2002). They claimed that WRL provisions could work as training for improving numeracy skills for many pupils, which they could not improve when at school.

However, two participants one male and one female who had negative attitudes in the quantitative research added that learning at school is traditional and out-of-school context learning is unusual to the pupils, teachers and the entire community. "Socialization" of WRL could be one of the pitfalls of the new route. That is the reason why they disagreed before. However, they agreed in the qualitative research on the condition that WRL provision starts from Yr 10 and the pupils are allowed to attend one day every week with probably some kind of incentive being offered.

Effectiveness of WRL in relation to IT

Bangladeshi parents (4 participants) shared the same attitudes as pupils of Yr 10 and 11 that the future job market will be influenced by IT. They predicted to the researcher that almost all employers will require skills in IT. The better the IT skills, the better the job opportunities. But it has been an obstacle to many Bangladeshi pupils to develop the skills within the NC setting of learning which favours academic pupils; and most Bangladeshi pupils are not academic. They also commented that, according to school profiles, the pupils possess practical skills, which suggest that they can do better in the work place than in the classrooms. They claimed that Bangladeshi pupils could be able to show their proficiency in IT and other disciplines by going through WRL like the disaffected pupils progressed in the New Start Project.

Although two participants, previously with negative attitudes and who agreed with the above comments in the qualitative research, as did the Yr 11 pupils, warned that care should be taken that guidelines of equal opportunity policies are maintained at all levels among the providers, in order to make the WRL provision productive and effective for Bangladeshi disaffected pupils at Key Stage 4.

Effectiveness of WRL in relation to working with others

Two male and one female parent together with several pupils and also teachers, careers officers, and significant members (see following sections) showed positive attitudes in relation to 'working with others'. They pointed out the experience of working in a team has a high demand among employers. The job applications of those Bangladeshi pupils, who cannot attract many employers because of their low academic achievement, can influence some employers by their skills of working with others, if they have followed the WRL routes. They further clarified that it is obvious, in order to improve skills in working with others, pupils should be in a team of several people in a work place.

One male parent out of three, who showed negative attitude in the quantitative research, added that disaffected pupils could benefit from WRL provided that employers and providers do not discriminate against them for their religion, colour, ability, or nationality (John and Qureshi, op. cit).

The other female parent with negative attitude shared the views of Yr 10 pupils concerning the issue of discrimination against age and ability, as mentioned earlier in this section. However the male parent with positive attitude also expressed similar concerns as above.

Effectiveness of WRL in relation to problem solving

It is interesting to note that none of the four parents had negative attitudes towards WRL in relation to 'problem solving'. They believed that problem would arise in the workplace and pupils could be required to either solve them by themselves or they could be solved by more experienced colleagues. By sharing experience with their colleagues they could learn in an informal way (Rainbird, 2000) how to solve problems. They claimed that WRL could work as an experience that could help pupils to solve problems, spot errors, and learn how to understand the reasons and plan ways to tackle them. WRL programmes could be a very effective step to develop many skills including problem solving.

Effectiveness of WRL in relation to improving one's own learning and performance

All parents once again showed positive attitudes towards WRL in relation to improving one's own learning and performance. They said that the pupils would be

introduced to the world of work in the WRL context. They would come into contact with people with higher qualifications, knowledge, experiences, and skills. These staff can work as role models for them. They could be motivated to learn and improve their own performances.

Effectiveness of WRL in relation personal, social and life skills

According to the parents, WRL could provide a wide range of tangible benefits, and those could include not only the benefits in relation to the development of Key Skills, but also the development in personal, social and life skills as well. They explained that changing the circumstances or the environment of learning is one the most important ways to motivate a demotivated pupil or re-engage a disengaged pupil. WRL out-of-school context could serve as a change in the lives of many pupils. Two male parents claimed that the pupils could find interests in a practical field that matches their skills and get motivated towards what they are working for. Their failures in the theoretical world could not worry them so much as soon as they start to find some light of success in life. The parents went on to say that the pupils who failed to find enthusiasm in school books would find it in work manuals. They could recover back their lost confidence, reliability and self-esteem and could be back on the track (Ofsted, 2001c; AR Projects (op. cit); and New Start Project, 1998).

7.3.3.3 Attitudes of parents towards WRL in relation to LOP

It was discussed earlier in Chapter 4 (section 4.6.2) that the overall majority of Bangladeshi parents in the quantitative research showed their positive attitudes towards WRL in relation to LOP. Table 4.13 shows that the mean score by all participants from Bangladeshi parents is 1.71 corresponding to standard deviation 0.28. With the mean score 1.71, it suggests that the overall majority consider that WRL provision can provide the Bangladeshi disaffected pupils with LOP if they follow the route. However, it is not yet clear about the reasons for their attitudes and also it is not yet known why some other parents did not agree to the adoption of WRL. The following sections will reveal the reasons of why the majority think WRL is effective and some others think it is not effective.

7.3.3.4 Parents: Effectiveness of WRL in relation to LOP

This section discussed the responses of those four parents who were involved in qualitative research by focusing on what they have said about the effectiveness of WRL in relation to LOP.

Effectiveness of WRL in relation to National Vocational Qualifications

The four parents in the qualitative research stressed the inclusion of NVQ units at pre-16 level of education. They believed it could be a tremendous safeguard for many non-academic pupils at Key Stage 4, particularly Bangladeshi pupils with vocational skills and could equip them well to meet the requirements of NVQs during their school life. They claimed that Bangladeshi pupils' practical ability is heredity (Lais, op. cit and Harun, op. cit). The pupils, who did not find the curriculum interesting, could find NVQ units a real help to their progression.

However, one of the male parents with previously negative attitudes added that NVQ units should be redesigned making them suitable for pre-16 level of education, in order to make NVQs effective for Key Stage 4 pupils. The female parent suggested that the pupils will be required to follow the NVQ units for at least one day every week for two years before they achieve any certification.

Effectiveness of WRL in relation to GCSE

The parents had the same attitudes as the pupils of Yrs 10 and 11 in relation to better performance in GCSE subjects. They claimed that an inadequate support from the school environment could be compensated by the support from WRL in an out-of-school context.

Effectiveness of WRL in relation to career progression route

Career progression routes at 16, also known as options at 16, include staying on at the schools 6th form (if the school is able to offer this option), going to another 6th form, 6th form college, FE college, training course or employment. Bangladeshi parents claimed that WRL provisions could be the appropriate alternative for them to follow through. The tangible benefits will not only include improvements in key skills and achieving NVQs but also could provide pupils with a clear vision of what they should do next and what progression could lead them to their career goals.

However, one female parent suggested that career guidance should be available to those pupils who would be disapplied the NC. This issue was dealt above in this section.

Effectiveness of WRL in relation to careers idea

The parents said that Bangladeshi. pupils especially the disaffected ones leave school without having any definite career ideas and progressions which causes them anxiety and uncertainty. The parents stressed that the pupils should be supported to make a decision regarding their career while at school; and they strongly recommend that the most effective way which could support them is a WRL programme including training or college course or placement with employers where in they could work towards certain vocational qualification/learning within a set time. They could be able to assess their own ability and find ways in which way to use their ability/skills. The parents claimed that WRL could be a tremendous opportunity for many Bangladeshi disaffected pupils to get support in choosing a future career.

Again, it is interesting again that no participants had negative attitudes towards the variable "careers idea" in the quantitative research.

Effectiveness of WRL in relation to employability

The parents claimed that the provision of training, college or placement with employers could act as a watershed in the lives of many disaffected Bangladeshi pupils. Whether they follow a training route, college and placement with employers, they could find it interesting for several reasons including: out-of-school context; matching with their skills and working with a wide range of experienced people from whom they could learn a lot. Their qualification from training or college course and also formal and informal learning (Rainbird 2000) from work placements could raise their employability skills.

However, one male and one female parent with negative attitudes had slightly different attitudes in addition to those expressed above. The male parent said that unless the pupils were regularly supervised by their teachers, it could be a total waste of their time. As it was not clear about the level of supervision available to pupils in the questionnaire, this respondent showed a negative attitude in the quantitative

research. The female parent said that if the placements were not offered according to the needs of individual pupils then WRL could do little for the pupils. It seems their concerns echoed back from the concerns of the pupils on the issue of appropriateness of the placements.

Effectiveness of WRL in relation to culture and tradition

The parents declared that WRL could be the most effective initiative for many Bangladeshi children. They were certain that if pupils, whether boy or girl, irrespective of age, were to join such an option which recognises and helps to develop their full potential then it could bring fortune. Their culture and religion should not be blamed as barrier. They further claimed that their children's traditional skills are ignored; otherwise they would not be labelled as underachievers (Lais, 2003).

7.3.4 Significant members: Attitudes towards and effectiveness of WRL

7.3.4.1 Significant members' attitudes WRL in relation to SWL

This section will deal with the quantitative aspects of the research involved in measuring attitudes of significant members towards WRL in relation to the variable SWL.

It was discussed Chapter Four in section 4.6.1 that the overall majority of the significant members showed positive attitudes towards WRL in relation to SWL. Table 4.11 shows that the mean score by all (50) significant members is 1.86 with corresponding standard deviation 0.36. The mean score 1.86 suggests that the significant members agreed that the WRL could be conducive to many of the Bangladeshi pupils disaffected at Key Stage 4.

However, it was not then known why the participants thought WRL could be effective. The following section will reveal the reasons in detail.

7.3.4.2 Significant members: Effectiveness of WRL in relation to SWL

This section discussed the responses of those four significant members who were involved in qualitative research by focusing on what they have said regarding the effectiveness of WRL in relation to SWL.

Effectiveness in relation to communication skills

The significant members, both male and female, with negative attitudes before, and having access later to further information and knowledge on WRL, passed their positive attitudes to others who were holding positive attitudes towards WRL. They claimed in the similar way as the parents that WRL could be the effective step for many Bangladeshi disaffected pupils in improving their oral, listening and writing skills. They illustrated how many Bangladeshi parents had developed these skills in the field of work, and their children with genetically possed practical skills could do likewise.

Effectiveness in relation to application of number (Numeracy skills)

Two males and one female significant members possessed similar views on numeracy skills as the parents and pupils. These significant members claimed GCSE Maths lessons to be inappropriate for pupils with low attainment and also the lessons rarely included sufficient information required for the job market. VAT, for example, is not adequately taught in school. As a result, many pupils are unable to transfer knowledge of VAT in work, on their transition from school.

These members felt strongly that work placement could equip the pupils with skills in application of numbers and prepare them for adult life. They pointed out that the Bangladeshi Catering Industry prepares a great number of young people for work by providing the necessary numeracy skills (Lais, op. cit and Harun, op. cit.).

However, one female significant member did not think that WRL can support the pupils improve substantial skills in Maths. She agreed that WRL could equip the pupils with a certain level of improvement in numeracy skills but it could not be sufficient for what is required by the NC at Key Stage 4.

However, it is to be noted that she agreed that a certain level of improvement in numeracy skills could take place. It can be assumed that the level of improvement

might not address the requirement to maths curriculum at Key Stage 4. but could well be meeting the employers' demands for such things as pricing products, operating in the tills and calculating VAT.

Effectiveness in relation to IT

It is very interesting to note that all of the four significant members held positive attitudes in relation to the effectiveness of IT. They believed similarly like pupils, parents and teachers (see next section) that the future job market will be influenced by IT. Disaffected pupils' only resort would be to utilise their practical skills through WRL and achieve the employable IT skills before they leave school.

However, the female significant member who strongly disagreed with this aspect of WRL earlier, although she believed in the interview that WRL programme to be a tremendous opportunity for Bangladeshi low achievers, warned that care should be taken regarding appropriateness of the placement. Similar concerns were showed by the male significant member with positive attitude as well. It should be remembered that the issue of appropriate placement was raised and dealt with earlier in this section.

Effectiveness in relation to working with others

The significant members from both genders agreed that the skills of working with others can be developed through the WRL programme. 'Getting on with others' requires practical involvement in work with others, and work placements are the most appropriate option for disaffected pupils at Key Stage 4. In addition, the female significant member who strongly agreed at the quantitative research pointed out during the interview that, an out-of-school atmosphere through extended work placement can be conducive for many pupils. She also pointed out that pupils' and employers' expectations will work on 'give and take' basis. The pupils could work to achieve knowledge and improve skills and at the same time, the employers could train them for overall organisational productivity.

One male significant member who strongly disagreed with the aspect of WRL in relation to working with others said that he was not sure if the employers would offer placement for as long as one or two years. However, having increased his own

knowledge on WRL, he confirmed his positive attitudes regarding the effectiveness of working with others.

One female significant member who strongly disagreed earlier now said that the disaffected pupils could improve their skills in working with others if the employers co-operate with them. She informed the researcher that the DfES projects with the disaffected pupils had showed huge progress in various skills including working with others. She believes that WRL could be effective for Bangladeshi pupils in improving such important employability skills.

Effectiveness of WRL in relation to problem solving and improving own learning and performance

Each of the four significant members participating stated unanimously that the pupils should face and deal with problems, if they wished to improve their skills in problem solving. It is highly likely that in work placement, they will face problems and gradually learn how to deal with them successfully. The members also pointed out that the informal learning and tacit knowledge at work placement could have a good impact on their own learning and performance (Rainbird, op. cit).

Effectiveness in relation to personal, social and life skills

A female significant member, who had negative attitudes in the quantitative research and having had updated knowledge on WRL, claimed that work placement, for many Bangladeshi pupils, can boost confidence and self esteem by helping individuals to learn new social and behavioural skills which benefit their careers and social aspects.

Three other significant members felt that those Bangladeshi children who did not find motivation in the school context and who were unable to achieve any formal qualification could find inspiration in WRL. They could be motivated by practical approach to learning which can suit their skills. Once they are motivated then it is highly likely that they can develop a range of personal skills including being reliable, confident, responsible and punctual and also improve on their attendance level (NFER 2000).

7.3.4.3 Attitudes of significant members towards WRL in relation to LOP

It was discussed earlier in section 4.6.2 in Chapter Four that the overall majority of significant members showed positive attitudes towards WRL in relation to the variable LOP. Table 4.13 shows that the mean score by the significant members is 1.65 corresponding to standard deviation 0.34. The mean score of 1.65 suggests that the overall majority of significant members believed that WRL can provide the Bangladeshi disaffected pupils from Key Stage 4 with a range of LOP (discussed below) which they could not avoid as they might within a school context.

7.3.4.4 Significant members: Effectiveness of WRL in relation to LOP

This section discussed the responses of those four significant members who were involved in qualitative research by focusing on what they have said towards effectiveness of WRL in relation to LOP.

Effectiveness in relation to NVQs

Two significant members one male and one female, with previous positive attitudes, claimed jointly with the teachers (see next Section), that the units of NVQs should already be within the curriculum at Key Stage 4. They firmly believed that Bangladeshi children who did not prove better in the theory-based curriculum context, could prove better in gaining work competencies with their practical abilities and achieve NVQs before leaving school. Together with the parents they stated that offer of NVQs through WRL at Key Stage 4 could be a golden opportunity for many Bangladeshi children to establish a foundation for their future and save themselves from the culmination of disaffection and unemployment at 16.

However, one male and one female who had negative attitudes in the quantitative aspects of the research stated that, if NVQ units are re-designed by matching the age and abilities of the pupils, then NVQs could work as a gateway to achievement for many disaffected pupils.

Effectiveness in relation to GCSE

Two males and one female significant member showed similar attitudes towards WRL in relation to its benefit for pupils to complement in GCSEs. They claimed that WRL could be complementary to GCSE exams. One female with formerly negative attitudes argued that outcomes of WRL are subject to addressing to many factors including racism, equal opportunities and appropriate placements (see

recommendation below). She added that if these factors were looked into effectively, then WRL should be complementary to GCSEs.

Effectiveness in relation to careers progression routes

Every respondent from all four significant members had similar attitudes and agreed that making a choice of what route to take on transition at 16 is not an easy task, particularly for disaffected pupils who find difficulty in matching their options with what they have been able to achieve at school. However if the children are allowed to follow a weekly WRL programme, then they can find out what they are working towards and what is available for them in the future. The participants are very positive about the effectiveness of WRL in relation to finding progression routes.

Effectiveness in relation to a careers idea

Significant members from both genders and having both positive and negative attitudes earlier in the quantitative research, voiced in a similar opinion that the practical approach for Bangladeshi children could be a very effective step in varied way and that will include making a careers idea. In a placement, they will be working towards meeting a goal or target and in doing so they could be able to set and work towards a target for the future.

Effectiveness in relation to employability skills

Significant members gave a clear message that employability skills can obviously be developed in placements whether directly with employers or going through training or a college course. Pupils can spend time in gaining skills they need to satisfy the employers. Employability skills include the range of key skills discussed in various sections earlier in this Chapter (Focus Central London, 1999).

Effectiveness in relation to culture and tradition

Significant members made similar comments to the parents. They claimed that it is an effective step by the NC for many Bangladeshi children who can prove that religion and culture was not the barrier; rather it was the absence of an appropriate option.

7.4 Conclusion

The extensive investigation into the effectiveness of WRL at Key Stage 4 had drawn a clear portrait of the views on WRL as held by Bangladeshi participants in the research. Both males and females claimed that WRL is a most suitable alternative and appropriate option to raise achievements amongst most Bangladeshi pupils enabling them to match their cultural and traditional skills; to re-engage in and re-motivate them towards education and to protect them from being unemployed at 16 and subsequently for many of them getting involved with drugs. This is an option that can protect them from being excluded socially and deprived of the benefits of British economy and prevent them being dependent on DHSS benefits.

Bangladeshi participants also claimed that this provision should already be available in the NC. The participants expressed their unhappiness about the education system saying that the government is responsible for the present norm of unemployment among Bangladeshi youths in Britain.

Although, there were some differences in attitudes in relation to culture, design of the course, racism, and selection of placements, no significant differences were found either in the quantitative or the qualitative aspects. The participants made recommendations as to how WRL can best support the pupils. The participants anonymously accepted WRL as an effective step towards reducing disaffection among many Bangladeshi disaffected pupils.

8 Chapter Eight: Effectiveness of WRL: Non-Bangladeshi Participants

8.1 Introduction

Is WRL effective for Bangladeshi disaffected pupils at Key Stage 4? Chapter Seven answered this question by looking into the perspectives of Bangladeshi participants. Chapter Eight dealt with effectiveness of WRL by looking into the perspectives of non-Bangladeshi participants e.g. teachers and careers officers. It was discussed earlier that four participants from both sexes from each sub-group (one male and one female were sampled from those who strongly agreed and also those who strongly disagreed in quantitative research) were involved in qualitative research.

This Chapter, like Chapter Seven, integrates quantitative and qualitative data together to draw a clear portrait of the attitudes of each of the non-Bangladeshi sub-groups individually towards effectiveness of WRL and was dealt in two steps. (see Section 7.1 and diagram 7.1 in Chapter Seven).

8.2 Teachers: Attitudes towards and the effectiveness of work- related learning

8.2.1 Attitudes of teachers towards WRL in relation to SWL

This section will deal with the quantitative aspects of the research involved in measuring attitudes of teachers towards WRL in relation to the variable SWL.

It was discussed in section 4.6.1 that the overall majority of the teachers showed favourable attitudes towards WRL in relation to SWL. Table 4.11 shows that the mean score by all teachers is 1.99 with corresponding standard deviation 0.47. The mean score 1.99 suggests that the significant members agreed that the WRL could be conducive to many of the Bangladeshi pupils disaffected at Key Stage 4.

However, it was not yet known why the participants thought WRL could be effective. The following section deals with the reasons in detail.

8.2.2 Teachers: Effectiveness of WRL in relation to SWL

This section discussed the responses of four teachers involved in qualitative research by focusing on what they have said towards effectiveness of WRL in relation to SWL.

Some suggestions came from one male and one female teacher with negative attitudes who were concerned about the lack of parental involvement in the education of their children. The teachers said that the levels of education among the parents were not barriers to their involvement; rather it is their motivation to be involved. They felt that parents should inspire children to follow the school's routine including doing homework on time, spending a certain number of hours each day on school work preparation, being punctual for school and taking note of what has been done in school each day. Such involvement by the parents could increase many children's motivation in education. However this is in contrast to the research findings which suggest that the higher the levels of education among parents, the more positive their attitudes towards WRL (see Section 4.6.11 in Chapter Four).

Effectiveness of WRL in relation to communication, numeracy and IT skills

The attitudes of teachers were similar to parents and significant members in relation to communication skills. All teachers stressed the practical skills which most of the

Bangladeshi pupils possess. In their experience. Bangladeshi children perform better in a practical setting than that of a theoretical context. Both male and female teachers accepted WRL as an opportunity to develop a wide range of skills including communication skills. They reported that the pupils on WRL can develop oral skills through regular intercommunications, writing skills in writing out notes. menus and letters; telephone skills by communications on the telephone, and listening skills by following instructions from colleagues and supervisors. They welcomed the initiative taken by the DfES through its WRL innovation projects.

However, the male teacher with positive attitudes added that care should be taken during pupil's selection and placement process. whilst the female teacher with negative attitude earlier suggested that the Bangladeshi girls who are shy and find it hard to communicate could have mentoring from female co-ordinators throughout their WRL programme. This could encourage many Bangladeshi girls to undertake the new programme. Similar attitudes were shown for numeracy and IT skills. They claimed that the school curriculum does not match their skills; their skills improve in the field of work. They claimed that appropriate placements together with periodic supervision could work very effectively to support them achieve important Key Skills including numeracy and IT.

Effectiveness of WRL in relation to working with others

The teachers gave comments on development of skills similar to those of pupils, careers officers (see next section) and parents. They stressed that informal learning in work placements including sharing experiences and knowledge from colleagues could match their traditional skills. Pupils are very likely to enjoy their placements. provided that the placements are appropriate to their interests and abilities. All of these factors could contribute in raising their skills in working with others.

Effectiveness of WRL in relation to problem solving

All four teachers showed positive attitudes in relation to 'problem solving skills'. They were clear about the tangible benefits of WRL including improving skills in problem solving which are frequently required for by employers.

Effectiveness of WRL in relation to improving own learning and performance

None of the teachers had negative attitudes to improving the pupils' own learning and performance. They viewed WRL as an opportunity for many Bangladeshi pupils to improve their own learning and performance by learning on site with colleagues and receiving instructions from their supervisers (Rainbird 2000, Eraut, 2000). If the pupils have not improved in school, they are sure to improve and obtain good opportunities whilst in work placement.

Effectiveness of WRL in relation to improving personal and social skills.

Teachers were divided on passing their comments on motivation skills. Three teachers comprising two male and one female claimed WRL to be the right provision to motivate pupils and re-engage in education. According to the female teacher many Bangladeshi pupils become motivated towards class work even after having as little as two weeks of work experience. The pattern they show does suggest that extended work experience placement could motivate them substantially. She kept on saying that once they are motivated they could pay attention to their work and thus could learn to bear responsibility for the work. She argued that the out-of-school environment could work positively and pupils could find interest in the field of work and become motivated and once motivated, they could raise their attendance rate in school. Although one female teacher was concerned that it is usually so difficult to motivate demotivated pupils to education, she claimed that many Bangladeshi children might perform differently because they do better in a practical field.

So it can be seen that teachers were optimistic that WRL could support many pupils in motivating education and they can also raise their level of responsibility and rate of attendance.

8.2.3 Teachers: Attitudes towards and effectiveness of WRL in relation to LOP

It was discussed in Chapter 4 (see 4.6.2) that the overall majority of teachers in the quantitative research showed positive attitudes towards WRL in relation to LOP which can be available to many Bangladeshi disaffected pupils by taking the route of WRL at Key Stage 4. Table 4.13 shows that the mean score by teachers 2.00 with corresponding standard deviation 0.37. Mean 2.00 means that they agreed (agree=2.

less the number, the more favourable the attitude) that WRL can be helpful for those pupils who did not reach appropriate level of achievement in school. This result will be compared with the results from qualitative research.

8.2.4 Teachers: Effectiveness of WRL in relation to LOP

This section discussed the responses of four teachers involved in qualitative research by focusing on what they have said towards effectiveness of WRL in relation to LOP.

Effectiveness of WRL in relation to NVQ

One male and one female teacher with positive attitudes showed strong support for inclusion of NVQ units at pre-16 education. The male teacher said that NVQs should already exist in the school curriculum with an aim to offer opportunities for pupils who are less academic and who can perform better by showing work competencies. However, the teacher said that although this has come late into the system, the community should welcome it. The female teacher was also very optimistic that the inclusion of NVQs at Key Stage 4 could change the lives of many Bangladeshi children who could accept the provision as blessings for them.

One female teacher argued that NVQ should be redesigned to meet the needs of pupils aged 14 and 15 in order to benefit them. One male teacher, with a previously negative attitude and later having changed his attitudes, claimed that if units of NVQs are planned to match the needs and abilities of the pupils at key stage 4, then many low achievers can benefit from WRL.

It can be concluded here that the teachers talked about the importance of inclusion of NVQ units at Key Stage 4 which they claimed to be effective in the lives of many low achieving Bangladeshi pupils. With regard to redesigning NVQ units it was discussed earlier in Chapter Six that NVQ units at WRL are designed to support disaffected pupils at Key Stage 4 as recommended by Sir Ron Dearing (Dearing Report, 1996).

The effectiveness of WRL in relation to complements to GCSE

With regard to improving skills, which could contribute towards improving GCSEs, the teachers had mixed feelings. One male and one female with positive attitudes towards WRL claimed that the pupils can improve their communication, numeracy and IT skills which can be complementary to GCSE exams. However, one female teacher was concerned that although WRL can be effective in improving some or more aspects in education of the disaffected pupils, the degree of improvement towards GCSEs might not be too significant if it is not well planned. This is consistent with Demonstration Projects (see Section 2.9.6 in Chapter Two).

It can be seen that this teacher is optimistic of the effectiveness of WRL to a certain degree in relation to education; however, she believes that to have significant support for GCSEs the schools should have well planned programmes.

Effectiveness of WRL in relation to careers progression route and careers ideas

The males and females previously with positive and negative attitudes, voiced together that other benefits of WRL could be to help pupils decide what step they should take next. They could be able to assess their strengths and weaknesses. They could be able to use their strengths in the right direction and build on improving the areas of weakness. All these endeavours could result in having clear ideas for their future and as said by one female teacher WRL could work as a stepping stone in the lives of Bangladeshi children.

So, it can be seen from the teacher's point of view that WRL could be effective in relation to providing the pupils with knowledge and skills to work on their progression routes at age 16 and also the pupils can have a clear vision of their future.

Effectiveness of WRL in relation to employability

With regard to employability skills, all teachers including those who had a negative attitude earlier said that the Bangladeshi pupils with practical skills can develop employability skills within a WRL context. They pointed out that even though only once a week, if the programme lasts for about two years, the pupils at key stage 4

with lower academic achievements are highly likely to gain employability skills as discussed earlier in various sections of the thesis.

Effectiveness of WRL in relation to culture and tradition

Teachers did not find any cultural problem that could be a barrier to attend WRL in an out-of-school context. Rather they blamed the education system for lack of appropriate support for less achieving boys and girls. They also claimed that, although many of them are low achievers, they are talented, they possess practical skills and WRL could be an effective provision to utilise these skills.

8.3 Careers officers' Attitudes towards and the effectiveness of WRL

8.3.1 Attitudes towards WRL in relation to SWL

This section will deal with the quantitative aspects of the research involved in measuring attitudes of careers officers towards WRL in relation to the factor SWL.

It was discussed earlier in section 4.6.1 (Chapter Four) that the careers officers showed overall positive attitudes towards WRL in relation to SWL. Table number 4.12 shows that the mean score by careers officer is 1.90 corresponding to standard deviation 0.27. However, the quantitative research did not reveal the reasons why the careers officers had showed overall positive attitudes and why some of them had negative attitudes towards WRL. The following section will deal in detail with their attitudes and the reasons for their attitudes and also the effectiveness of WRL at Key Stage 4.

8.3.2 Careers officers: Effectiveness of WRL in relation to SWL

This section discussed the responses of four careers officers involved in qualitative research by focusing on what they have said towards effectiveness of WRL in relation to SWL.

Effectiveness of WRL in relation to communication skills

One male and one female careers officer, who had negative attitudes towards WRL in the quantitative aspect as they were not sure about the length of WRL programmes were later informed by various sources including TV and DfES materials on WRL, had changed their negative attitudes to positive attitudes. Both of them and also the other two careers officers with positive attitudes towards WRL had shown similar attitudes, like many participants from other sub-groups, in relation to communication skills. The males and the females had voiced in the interviews that Bangladeshi disaffected pupils at Key Stage 4 could improve their communication skills effectively by following the weekly WRL route. At a work placement, regular interactions with different people could improve their spoken English skills, instructions from supervisors and senior colleagues and loyalty to follow them could contribute to improving listening skills and regularly writing notes, letters and memos could prepare them to write more effectively. The careers officers, one male

and one female, who had changed their attitudes from negative to positive, had not only showed their positive attitudes in relation to improving communication skills but also to many other variables connected with SWL, which are discussed several times in the above sections.

The effectiveness in relation to application of number (Numeracy skills)

One male careers officer who showed negative attitude in the quantitative research and the two other careers officers with positive attitudes expressed that Bangladeshi pupils are highly likely to improve their numeracy skills from work placements. The male careers officer with formerly negative attitude described how a Bangladeshi disaffected boy became confident in figures and in general calculation on his return from a two-week work experience in a retail shop where he shadowed a sales assistant who was required to measure materials, cut to size, and calculate costs. He maintained that if the placements are appropriate, then Bangladeshi children could show appropriate improvement in numeracy skills.

However, the female careers officer with negative attitudes towards numeracy skills in both research aspects argued that WRL would provide a range of benefits, but she was not as sure of the benefit in relation to numeracy skills as she was of the benefits regarding other skills. She reminded the researcher that at school 'numeracy' is taught by qualified teachers; and pupils require lessons in a professional way with a view to learn Maths at any stage at school. However, she believed that, nevertheless, a certain level of numeracy skills can be developed from work placements, although the level of improvement may not be enough to contribute towards GCSE Maths!

It is seen that three careers officers passed their positive attitudes towards the effectiveness of WRL in relation to improving numeracy skills. One careers officer was not fully happy about the level of benefits WRL would offer in relation to numeracy skills - although she believed that a certain level of improvement can be achieved.

It was discussed earlier that many Bangladeshi children became unemployed on leaving school. They are discouraged by employers in seeking work because they lack many employable skills, including numeracy skills. If Bangladeshi low achievers could improve their numeracy skills, for example, in general calculation

and cutting materials to correct measurements that could support the application for work in the retail sector, and they could prevent themselves from being unemployed at age 16 (the researcher's professional experience).

Effectiveness of WRL in relation to IT

Three careers officers as discussed above had strong positive opinions about the benefits of WRL in relation to improving IT skills. According to them many Bangladeshi pupils show interest in IT whilst they may have low or fewer interests in other subjects. These pupils can achieve more in the work-based route to further their skills and on transition from school they can fit themselves into an IT environment either in training, college or employment.

However, the two female careers officers, one with positive and one with negative attitude before, were concerned about the limitation of access into employer' IT database systems due to data protection laws. Having said that, they believed pupils benefited from use of word processing, Excel and spread sheets

Effectiveness of WRL in relation to working with others, problem solving and improving own learning and performance

All four careers officers showed positive attitudes towards WRL in relation to improving skills in working with others, problem-solving, and own learning and performance. The female careers officer who had some level of negative attitude towards the aspect of WRL discussed above had voiced in similar tones like other officers that work placements through training, college or employers could be the most appropriate provision for many Bangladeshi pupils to acquire these important employable skills. By following the route every week for up to two years, the pupils are very likely to develop the skills of team work and problem solving by facing and solving day-to-day problems that arise in the workplace and thus they can improve their own learning and performance.

It can be concluded that the careers officers had no doubts about the benefits that WRL can offer in relation to working with others, problem solving and improving own performance.

Effectiveness of WRL in relation to personal and social skills

The careers officers had mixed feeling about the effectiveness of personal and social development. Three officers, one male and one female with positive attitudes and one male with a previously negative attitude and now with a positive attitudes, stated that WRL at work placement with a practical approach could attract many Bangladeshi pupils to use their practical skills. Regular practice can interest and motivate them towards what they could be doing. They kept on saying that qualified supervision could help them to be motivated towards learning, training and work; and once they are motivated towards work, they are likely to develop a range of skills including reliability, responsibility, self-esteem and maintaining work confidentiality.

One female careers officer with negative attitudes had mixed feelings. She was concerned that it could be difficult to motivate the demotivated pupils. In schools, the qualified teachers fail when working with them. Why should employers be more successful? However, she also said that as the Bangladeshi children possess practical skills there is a chance that they could find it interesting to work in the practical field.

8.3.3 Careers officers' attitudes towards and effectiveness of WRL in relation to LOP

8.3.3.1 Careers officers' attitudes towards WRL in relation to LOP

It was discussed earlier in section 4.6.2 in Chapter Four that the overall majority of careers officers showed positive attitudes towards WRL in relation to the variable LOP. Table number 4.13 shows that the mean score by all (18) careers officers is 1.93 with corresponding standard deviation being 0.41. The mean score (1.93) signifies that the careers officer agreed that WRL could be conducive to many Bangladeshi disaffected pupils in relation to offering a range of themes in relation to LOP. The following section discusses the reasons why the participants think WRL could be effective.

8.3.4 Careers officers: Effectiveness of WRL in relation to the variable LOP

This section discussed the responses of four careers officers involved in qualitative research by focusing on what they have said towards effectiveness of WRL in relation to LOP.

Effectiveness of WRL in relation to NVQ

Three careers officers comprising of one male and one female formerly with positive attitudes and also one male who formerly had negative attitudes but had subsequently changed their attitudes, had voiced their opinion jointly in a similar way to the teachers, parents and significant members. The careers officers claimed that NVQs at Key Stage 4 could act as a good foundation in the lives of many Bangladeshi children. In their experience and also the experience of the researcher (who is a qualified careers officer), Bangladeshi pupils perform better in the work-based route than in the theory-based classroom. They believed that the DfES has taken an effective step to support many disaffected pupils at Key Stage 4.

One female careers officer with a negative attitude earlier, agreed with other officers' comments but she added that NVQ units should be re-designed in order to meet the needs and abilities of the pupils disaffected at Key Stage 4.

From the above comments of the careers officers, it can be concluded that the careers officers are recommending the inclusion of NVQ units at Key Stage 4.

Effectiveness of WRL in relation to GCSEs

Like teachers, careers officers indicated that outcomes of WRL could be complementary to GCSE work. However one female officer had mixed feelings. She said that WRL can improve various employability skills, but the degree of the improvement may not be significant unless a well planned programme is in place.

Effectiveness of WRL in relation to careers progression route and careers idea

All careers officers had positive attitudes towards the effectiveness of WRL in relation to careers progression route and also in developing a careers idea. Two male officers predicted that the pupils having been on a work placement for one day every week, for approximately two years, would be in a position to decide, which step they

should go into and also they can develop clearer conception about their suitability to a career. In a work placement environment they could work towards their goal by utilising their strengths and building on their weaknesses. Two female career officers stressed that the professionals at the work placements could work as role models to motivate many pupils towards careers prospects.

Effectiveness of WRL in relation to employability

With regard to the effectiveness of developing employability skills by going through WRL, the careers officers were unanimous that work experience placements either through a training programme, college course or direct placement with employers could be the right provision for many pupils who fail in the academic route to acquire various skills required by employers. This could contribute, on leaving school, in supporting applications for work for those who wish to work, for college course for those who wish to continue education and for training courses for those who would like to train in a vocational course. One male careers officer commented that the end result of education or training is gaining an employment, and felt that work placement could ensure employment for many Bangladeshi children.

8.4 Differences in attitudes

The quantitative research did not find any significant difference in attitudes between males and females from the Bangladeshi community involved in the research either in relation to factor one: SWL, or factor two: LOP. The qualitative research did not find any significant difference either. This was because of overwhelming attractions towards WRL. However, the males and females, predominantly those who had negative attitudes in the quantitative research, but subsequently changing to positive attitudes, had expressed their strong views recommending a range of factors, which they thought could affect WRL.

The factors they thought could affect WRL include racism among employers against Bangladeshi young people, discrimination against age and ability, improper placement into WRL provisions, health and safety, equal opportunities policy, access to careers guidance, and cultural issues.

Examples are furnished below:

Both male and female parents showed positive attitudes towards WRL in relation to communication skills. But males were found to have much stronger attitudes than the females. The males claimed that they had learned language informally at their place of work after coming to the U.K with little or no English, and their children could be able to develop their communications skill in a similar way.

> "I speak English no-good...I no read write...I got a job of store assistant. Bangladeshi children will speak, read write well in work if not in school."
>
> (Male parent, p.152)

One of the female parents, although having positive attitude. was concerned about the cultural issues of Bangladeshi girls who are shy to speak with unknown men. She felt that these girls are unlikely to progress through WRL unless. she recommended, these girls are mentored by female staff.

> "Some Bangladeshi girls at 15 and 16 years old are shy to speak to unknown male. Need female mentor".
>
> (Female parent. P. 152)

In contrast, the pupils of Yr 10 and 11 showed strong attitudes towards WRL, which they judged could benefit them, including developing communication skills; and in the above statement, one mother, who came to this country more than twenty years ago showed her adherence to her cultural concern which the female pupils did not consider at all. This could be due to the generation gap between parents and children.

In regard to application of number (Numeracy Skills) two males showed strong attitudes that work placement could equip the young people for adult life.

> "Bangladeshi Catering Industry...learnt the numeracy skills at work"
>
> (Female significant member, p. 158)

On the other hand, one female significant member had mixed feelings. She agreed that a certain level of development could take place in regard to improving numeracy skills. but said that the improvement might not be significant to meet the GCSE maths requirement.

> ...they will improve and compensate...but might not be too significant towards academic subjects including English, Maths and Humanities.
>
> (Female: Teacher, p. 188)

In regard to IT, two Yr11 female pupils were more positive than the males. The females showed strong positive attitudes towards tremendous development by the pupils in the field of IT.

> "My sister ... was unemployed ... she did not have IT skills. I don't worry ... I have IT skills ... I can get a job."
>
> (Female Yr. 11 pupil, p. 160)

In contrast, although having a similar attitude as the above females, one male warned that racism amongst employers could affect WRL and the other male was concerned about an appropriate placement matching pupil's interest and ability. He argued that improper placements could lead a young person to learn nothing whilst undertaking WRL.

From the above examples it seems that males were not significantly different from females in accepting WRL as a means of reducing disaffection among Bangladeshi pupils at Key Stage 4, except for a few participants, who recommend several factors to be looked into which they believe may need to be addressed in order to make WRL productive.

8.5 Relation of variables with WRL

The Bangladeshi children arrived in Britain at different times and consequently their lengths of schooling in Britain are different. It was expected that the more the experience of British education, society and culture the Bangladeshi participants have, the more or the less their attitudes towards WRL. But neither quantitative nor qualitative research found any relation. This is because the community is taking WRL as an opportunity for many Bangladeshi pupils, who have been underachieving for at least two decades and with no such initiative having been taken to support to utilise their traditional skills.

In relation to the parents' levels of education, although quantitative research found significant differences in attitudes of parents between those with and without

qualifications, qualitative research did not find any variation due to importance of the benefits of WRL for the community.

8.6 Conclusion

Non-Bangladeshi participants comprising teachers and careers officers viewed WRL in the same way as the Bangladeshi participants did. Male and female teachers and careers officers had strong positive attitudes towards the effectiveness of WRL for Bangladeshi disaffected pupils at Key Stage 4.

The teachers were the eyewitness of performance of pupils at schools and they are the participants who strongly stressed that Bangladeshi children perform better in doing things by hand, for example craft, design, textile and technology. They claimed that WRL is the right option for the 'practical flavoured' children (Haque, op. cit). They further claimed that these pupils should already be in their skills related field rather than struggling in an academic environment. The author of this research has written in the Runnymede Trust Journal (forthcoming, volume 336, December, 2003) that: 1

> Bangladeshi children's hands speak faster than their mouths. The language of their mouth is heard, but the language of their hands is being ignored.

The teachers' expressions were echoed back from the careers officers in regards to the effectiveness of WRL at Key Stage 4. The careers officer pointed out those Bangladeshi children tend to work relatively better having taken a two week work experience and their practical skills deserve special mention. They emphasised that, although WRL is not a panacea, many Bangladeshi pupils can build platforms for their career by going through any of its provisions depending on their interests and abilities.

Although there were some differences in opinion, none were found significant in both quantitative and qualitative aspects of the research. The teachers and careers officers recommended several ways which are dealt in the conclusion of this thesis.

9 Chapter Nine: Conclusion and Suggestions

9.1 Conclusion

This research has given a clear vision in the context of the study of attitudes of Bangladeshi disaffected pupils at Key Stage 4 and their parents, teachers, careers officers, and significant members towards WRL programmes in two Camden secondary schools. It has also given insights for potential use in further research about the attitudes the participants have regarding the practical skills the Bangladeshi non-academic pupils possess. But perhaps one of the most important contributions provided by the research is a comprehensive examination of the attitudes of the participants to the importance and effectiveness of WRL provision among Bangladeshi pupils to reduce disaffection at Key Stage 4.

The findings of this study show that the participants, overall, have positive attitudes towards WRL provisions. The most significant findings of the research are those relating to attitudes towards 'work placement' provisions of WRL. The participants believed that extended work placement for approximately two years could be the best option to include within the curriculum for many Bangladeshi pupils who were low achievers in an academically oriented context. By following WRL pupils could develop important components of Key Skills, with the emphasis on practical skills.. The other significant finding is that inappropriate support from the National Curriculum has led them to be labelled as educational underachievers. Due to the lack of a proper option to enable them to achieve their full potential, many Bangladeshi children become unemployed at 16 years of age.

The pupils involved in extended work experience, either by direct placement with employers or via a training or college course, could develop their key skills including communication, numerical, IT and problem-solving skills thus improving their own learning and performance.

The results showed that it is important for key skills to be developed before the point of leaving school, and the National Curriculum can be inappropriate (NFER, op. cit and Ofsted, 2001g). This research has also shown that, of the three proposed WRL modes referred to in Section 2.6.4 (c) in Chapter Two, an extended work placement route is likely to produce success, particularly for disaffected pupils. This is

consistent with the empirical evidence of recent DfES Projects (see Section 2.9.1 in Chapter Two).

The findings also included personal, social and life skills which could be developed through the WRL route. Motivation, an important factor in personal skills, can be developed in the workplace by working alongside others, looking at what other people are trying to achieve and perceiving future opportunities. Having been motivated, pupils can become enthusiastic, giving confidence and self-esteem (Siraj-Blatchford, 1995; Stephenson and Yorke, 1998; Ofsted, 2001g; NFER, op. cit; AR Projects, (op. cit), and Demonstration projects, op. cit). Consequently the rate of attendance and reliability could improve.

The findings also suggested that social skills including respecting others, independent travel, and handling financial matters can be developed during WRL provision whilst they are at school and can be utilised on transition from school (NFER, op. cit; AR Projects, op. cit and Demonstration projects, op. cit).

It was clear that WRL provisions of placements with employers, training courses or college courses can provide better opportunities for formal and informal learning and also developing tacit knowledge (Eraut, op. cit), which can be a great support for many disaffected Bangladeshi pupils at Key Stage 4. The pupils on WRL routes could develop clear goals about their future progression routes, enabling them to reach their career goals (Ofsted, 1998; NFER, op. cit; AR Projects, op. cit and Demonstration Projects, op. cit).

From teachers, parents and the significant members, the findings showed that most Bangladeshi pupils possess practical skills from their parents and the 'field of work' is the place to utilise these skills and to develop them further as their predecessors once did to establish the manufacturing industry, leather and plastic factories and textile industries (Choudhury, op. cit; Adams, op. cit and Haroon, op cit.) in Britain.

With regards to the DfEE's disapplication policy (see Chapter Two, Section 2.4.2) the findings showed that the incorporation of WRL provision into the NC was a significant step towards integrating many Bangladeshi children into the labour market and thus reducing the rate of unemployment within the community. This

could allow the government to reduce the budget needed to support these unemployed young people who misused the limited funds available to them.

Another significant finding was that WRL was accepted by pupils and parents as a 'blessing' for disaffected pupils. They felt it should already have been in place to address the needs of many pupils in schools. This may apply also for other disaffected pupils including, Caribbean, African, Somali, Arabian and Portuguese.

> "One of my relatives told me …you can achieve more than staying four days with teachers".
>
> (Male: Year 10 Pupil, p.184)

Pupils felt critical of the time spent on a curriculum in which they could not progress at an important time in their lives. The curriculum addressed only pupils with academic skills, and not vocational or occupational skills. They were frustrated that their skills were not valued in their schools. However, the pupils welcomed the new option of WRL in the curriculum, and took it as 'better late than never.'

This study has given a clear picture about the preference of most teachers and careers officers towards WRL provision for Bangladeshi pupils with low profiles at schools within the academic domain of the NC. Their performances with A – C grades in GCSEs in more vocational courses such as Craft, Design, Art, Textile and Graphics were indicators that they can perform better in the WRL route than struggling in the environment of academic oriented classroom teaching. The findings from teachers showed that those pupils disaffected at school could develop various key skills by going through WRL whilst they are at school. The school's attempts at a caring approach did not deal with their specific learning needs. The teachers therefore emphasised that WRL could create a platform of success in the lives of many Bangladeshi pupils and hence the rate of unemployment among Bangladeshi youths could possibly fall (NFER, op. cit; AR Projects, op. cit and Demonstration projects, op. cit).

The researcher has argued that teachers are the architects of learning who should be able to reinforce the skills and abilities of pupils towards building success for their future. The teachers are the direct witnesses of the nature of the performance of

pupils and are the advisers for filling any gaps in the learning process of the pupils. The teachers are claiming that:

"Hands on practical work is more worthy than struggling with Shakespeare."
(Male Teacher: Chapter Five p.159)

One of the very interesting findings is a unanimous agreement by all participants that a well planned WRL programme could substantially support the disaffected pupils in improving key, life and social skills, all of which could contribute to complement GCSEs. The evidence from this research tends to support the increase in WRL for pupils who wish to enhance their practical skills.

Another very interesting finding of the research is that none of the participants with negative attitudes, either in the quantitative or qualitative research, showed negative attitudes towards all aspects of WRL. It is also interesting that the issues raised in the research, including racism and discrimination against Bangladeshi pupils among providers, appropriateness of placements, time-to-time mentoring, availability of careers support and parental involvement are already within the DfES framework for WRL as setting the criteria to address these issues (QCA, 1998d). It has also been clear from the evaluation Reports of the Ofsted and DfES Projects on WRL involving disaffected pupils (see Literature Review Chapter Two) that the overall majority of the pupils have progressed and are 'back on the track' (Ofsted, 2001g: NFER, op. cit; AR Projects, op. cit and Demonstration projects, op. cit).

With regards to Bangladeshi cultural influences on WRL, it has been distinctly evident that Bangladeshi culture welcomes the provision of WRL. It was also clear from the Literature Review that a majority (65 %) of the Bangladeshi workforce in Bangladesh and in Britain is trained on the job, (Guardian special report, 17.06.2002) having informal learning and gaining tacit knowledge (Rainbird, op. cit and Coffield, 2000). However, one aspect of negative attitudes still exists due to cultural affects. Bangladeshi girls are shy when speaking to people unknown to them and this could affect their experience of WRL, although it is not a pattern (Harun, op. cit) within the community itself. However, their own recommendation regarding mentoring by females is highlighted below in Recommendations (Section 9.4).

Overall, the research has provided evidence that participants from within and outside the Bangladeshi community warmly welcome the provision of WRL for Bangladeshi disaffected pupils at Key Stage 4. Pupils felt captives of the NC which was inappropriate to their skills. They became overwhelmed with feelings of hopelessness for their future and looked around for a way-out and a provision that could match their skills and bring them success.

> "Whatever I have learnt in 6 months through weekend work, I did not learn in 6 years staying in school ... I think the schools should think about regular placement."
> (Male: Yr.11 pupil, p.157)

It has been evident that WRL has brought hope to the lives of many disaffected pupils for which they had been waiting a long time. It has also been evident from the parents that their children could now emerge from underachievement and inevitable unemployment by being able, with skills supported through tradition and culture, to establish a platform of success. They have accepted WRL as a watershed and a blessing for their children. The significant members, who are professionals and informal advisers to parents and pupils for education, training and employment, have spontaneously indicated that 'practical flavoured' children (Haque, op. cit) could be effective in the employment field (Ofsted, 1998; NFER, op. cit; AR Projects, op. cit and Demonstration Projects, op. cit).

Although WRL provision may have implications of stereotyping less able Bangladeshi pupils, the participants claimed that this would not affect many pupils as they could enjoy using their traditional and cultural skills in the field of work, and realise benefits that could improve their life chances (see also Section 9.2). Whilst it is true that WRL provision can lead to a stereotypical occupational area, parents and the community could accept it as a safeguard from being disaffected and disengaged in education and employment.

The findings showed that Bangladeshi pupils should receive an education that matches their skills, which WRL can provide.

The Bangladeshi community has positive attitudes towards WRL. It appears that the quantitative research has substantially supported the research hypothesis. Significantly participants in this research have clear views that WRL could be

effective in reducing disaffection among many Bangladeshi pupils at Key Stage 4. It also appears that the qualitative research has evolved a more theoretical base for effectiveness of WRL as set out in hypothesis two.

The results of the research indicate that WRL could be adopted at Key Stage 4 in Camden Schools (and others) for many disaffected pupils from Bangladesh.

9.2 Are Bangladeshi pupils labeled as disaffected and suitable for WRL?

The literature review discussed the idea that WRL is not a separate curriculum but an option within a school curriculum that could be taken by anyone at Key Stage 4, being particularly helpful for disaffected pupils (DfES, 1996). It offers a provision of four days or more in school attending their GCSE curriculum and about one day spent with employers or a training or college course in an out-of-school context. The evaluation reports of the projects on WRL funded by DfES (see Section 2.7 in Chapter Two) have revealed that the disaffected pupils have been benefiting from this provision. They have proved to be motivated and have found the positive side of their life and they are 'back on the track' (The New Start Projects, 1998; the Demonstration Projects, op. cit; AR Projects, op. cit and LSC, 2001). These projects involved disaffected pupils from multicultural backgrounds and included Bangladeshis. The reports concluded that all multicultural pupils who are disaffected at Key Stage 4 were able to perform better at the end of the projects. This is consistent with the results of the pilot research reported here (see Section 2.8 in Chapter Two).

However, one might argue here that Bangladeshi pupils are being labelled as 'disaffected' and only appropriate for the option of WRL, which is an alternative to the pedagogic route.

Considering first the issue of 'labelling', it was clarified in the literature review that disaffected pupils are those who underachieve in education because of one or more problems concerning language, racism, poor behaviour, demotivation, emotional and inappropriate support for the school curriculum. It is a multicultural issue and affects not only Bangladeshis. Whilst the DfEE funded projects (see above) aimed at the

effectiveness of WRL for multicultural pupils, and no such research was conducted as to how effective the WRL would be for Bangladeshi pupils, this research concentrated specifically on attitudes towards, and the effectiveness of, WRL for Bangladeshi disaffected pupils at Key Stage 4. It should be noted that not all Bangladeshi pupils are disaffected: 30 % (Census, 2001) of them are achieving 5 GCSEs at grades A*-C, whilst a majority of 70 % (Census, 2001) are achieving lower or no grades. Care should therefore be taken not to label the Bangladeshi pupils as 'disaffected'.

Secondly, WRL can be taken by anybody at Key Stage 4 irrespective of nationality and ability (QCA, 1998a). The findings of this research indicate that, as for many others, all Bangladeshi pupils could benefit from WRL. Therefore it should not be assumed that Bangladeshi pupils are suitable only for WRL nor is it proposed as a social classification of Bangladeshi pupils but as a way of relating them to a broader society.

It is also important to look at the school curriculum which allows pupils to choose two optional subjects some of which require academic skills, such as Media Studies, Humanities, Double Maths and Modern Foreign Language. Other subjects which require less academic skills include Craft and Design, Textiles, Art and GNVQ. It is to be noted here that GNVQ is taken by replacing two GCSE subjects. One could argue that whilst a GNVQ course, replacing two GCSE subjects at Key Stage 4, does not create an educational/social division, a work-related programme which also replaces two GCSEs (from Science, Art and Design and Modern Foreign Language: see 2.5.2 in Chapter Two) would not create a division either. Above all Bangladeshi parents expect their children to achieve rather than underachieve. Pupils, parents and significant members welcomed the provision as a 'blessing' to combat any future disaffection and unemployment in the community. The following quotations from the participants clarify that they do not perceive WRL as being socially divisive: rather they look upon it as a positive sign of inclusion.

> "Just one day at WRL every week will help many pupils to stay four days in school and reduce underachievement amongst them".
>
> Parent: Male (p. 178)

"It is an effective way forward for many disaffected Bangladeshi children to come out of underachievement. It is a blessing for them".

(Female: Parent. p. 193)

"WRL is about inclusion and not exclusion... and integrate pupils to education and training and the labour market which could protect their solidarity with the British society".

(Male: Significant member, p. 199)

The researcher argues that social division is created when the curriculum supports only the pupils with academic skills (NFER, 2000 and DfES 1998) which means that only 30 % (Census, 2001) of Bangladeshi pupils who receive support from the curriculum are able to proceed into various professions and integrate in the British labour market and British society; whilst 70% of them do not have access into the curriculum and are not appropriately supported and many of them eventually remain unemployed and hence are excluded from British society (Hodgson, 1999). From this it could be inferred that social division is created as an eventual result of inappropriate support within the curriculum for many Bangladeshi pupils, and this statement could be supported by some authors while saying that, 'the curriculum is for some and not for all' (NFER, 2000, Ofsted, 2000 and Eggleston, 1986).

The thesis shows that WRL should be seen as an opportunity. and a means of unification with the wider society.

9.3 Limitations of the research

The research focussed only on the adoption of WRL within the school curriculum in order to combat disaffection amongst Bangladeshi children. The research, however, does not have an alternative plan for those pupils who are disaffected at school and also unable to progress through WRL provision due to problems arising from their own motivation due to lack of appropriate provision. It is important to note here that the DfES has not depicted WRL as a panacea and also that there are failures (see Section 2.9.6 Chapter Two) revealed in the Evaluation Reports of the DfES funded projects on WRL. Although, the participants claimed that Bangladeshi pupils' traditional skills meant they performed better in the work place. it might not be in general for all Bangladeshi children. Therefore, WRL is not the only solution for Bangladeshi pupils, but could be seen as one way to reduce disaffection.

Another criticism could be that the disaffection among the Bangladeshi community is a nation-wide problem. The present research is limited within the boundary of two schools in Camden sampled over two years. It could also look into a larger Bangladeshi community such as Tower Hamlets which is densely populated by Bangladeshis and this may produce a different profile of disaffection.

Another important criticism is that the research sample did not include pupils from Yr. 9 and 6th forms, academically able pupils, employers, training and further education providers. It is important to study the attitudes of Yr. 9 pupils who could consider the option of WRL during their subject choice in Yr.9 and have a clear view of what they are going to do in Yr. 10 and 11 instead of them being pulled out of some curriculum subjects (see Section 2.5.2 in Chapter Two). It is also important to study the attitudes of 6th formers who could narrate their experiences of disaffection and their attitudes for such a provision to tackle disaffection. It is also necessary to study the attitudes of employers, training and further education providers on how they could support the pupils towards their overall achievement in learning.

The researcher, therefore, suggests several steps for any future researcher to consider in this field in Section 9.4.

9.4 Suggestions for further research

In the light of the data, discussed in Section 1.4 (p17), Chapter One, showing the under performance and disaffection of the Bangladeshi community with respect to educational achievement, housing, income levels and employment, what further research is needed to assist the development of, in particular educational achievement (which interacts with the other factors)?

This research indicates the following suggestions:

- o To work on alternatives to WRL. The following areas could be explored:

    - Work on the possibility of a provision within school context. Vocational GCSEs are on offer at Key Stage 4 which could be appropriate for some of the disaffected pupils. Vocational GCSEs

(by replacing GNVQ) in subjects including leisure and tourism and catering will have aspects of practical contents which could suit many Bangladeshi pupils.

- Provide support by using bilingual Sylheti speaking teaching and support staff. Can pupils with communication problems be supported by explaining materials in their own language and helped to understand the subject of study as well as paving the way to develop communication skills?

- Provide support by attendance officers with the aim to raise attendance. The officers can monitor the attendance and follow up students who truant from schools. Is this an effective way to reduce the rate of absence in any school?

- The role of support staff where cases are referred to an educational psychologist, social worker, education welfare officer and other support system staff.

- Include option of NVQ units within the school curriculum (Dearing 1996). How could this enable disaffected pupils to achieve qualifications while at school and satisfy employers in finding work at 16?

- Set up meetings between teachers and parents on a monthly basis to brief on pupil's progress. Does this help raise parental awareness on the progress of their children and also their involvement in their children's education?

o To conduct a major study of the Bangladeshi population to make it representative from a wider spectrum with respect to work related learning.

o To carry out a survey with a diverse range of the multi-cultural population in an aim to generalise across different minority ethnic communities. This research focused only on Bangladeshi pupils. A study with a diverse range

of participants can put light on how work related learning can effect the life of disaffected pupils in the U.K.

o To study the attitudes of employers. training providers. colleges and also professionals from DfES and EBP (Education Business Partnership) who are connected with WRL programmes.

o To study the attitudes of pupils from Yr 9 who could enter the programme in their next academic year. Can this afford them space to expand their thoughts on work-related learning which can contribute to their work in an out of school context?

o To study the attitudes of a group of those pupils who are already involved in high quality WRL programmes. Does this provide ready reference and evidence for pupils to join the program? Will it help them in deciding whether or not to take the option?

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Appendices

Appendix One: Allport's 16 definition of attitude

Allport's sixteen definitions, which are citied in Thomas (1971), are listed in the lines below.

1. [An attitude is] readiness for attention or action of a definite sort (Baldwin.1901-1905).

2. Attitudes are literally mental postures, guides for conduct to each new experience is referred before a response is made (Morgan, 1934,p.47).

3. Attitude = the specific mental disposition toward an incoming (or arising) experience, whereby that experience is modified, or, a condition of readiness for a certain type of activity (Warren, 1934).

4. An attitude is a complex of feelings, desires, fears, convictions, prejudices or other tendencies that have given a *set or readiness to act* to a person because of varied experiences (Chave, 1928).

5. ...a more or less permanently enduring state of readiness of mental organization which predisposes an individual to react in a characteristic way to any object or situation with which it is related (Cantril, 1934).

6. From the point of view of Gestalt psychology a change of attitude involves a definite physiological stress exerted upon a sensory field by processes originating in other parts of the nervous system (Köhler, 1929, p. 184).

7. An attitude is a tendency to act toward or against something in the environment which Becomes thereby a positive or negative value (Bogardas, .1931, p.26).

8. By attitude we understand a process of individual consciousness which determines real or possible activity of the individual counterpart of the social value; activity, in whatever form, is the bond between them (Thomas and Znaniecki, 1918,p.27).

9. The attitude, preparation in advance of the actual response, constitutes an important determinant of the ensuing social behaviour. Such neural settings, with their accompanying consciousness, are numerous and significant in social life
(F.H. Allport, 1924, p. 320).

10. An attitude is a mental disposition of the human individual to act for or against a definite object (Droba,1933).

11. [An attitude] denotes the general set of the organism as a whole toward an object or situation which calls for adjustment (Lundberg, 1929).

12. [Attitude] are modes of emotional regard for objects, and motor 'sets' or slight tentative reactions toward them (Ewer, 1929, p. 136).

13. An attitude, roughly, is a residuum of experience, by which further activity is conditioned and controlled... we may think of attitudes as acquired tendencies to act in specific ways toward objects (Krueger and Reckless, 1931, p. 238).

14. When a certain type of experience is constantly repeated, a change of set is brought about which affects many central neurones and tends to spread over other parts of the central nervous system. These changes in the general set of the central nervous system temper the process of reception.......In terms of the subjective mental life these general sets are called attitudes (Warren, 1922, pp. 360 ff.).

15.An attitude is a disposition to act which is built up by the integration of numerous specific responses of a similar type, but which exists as a general neural 'set', and when activated by a specific stimulus results in behaviour that is more obviously a function of the disposition than of the activating stimulus. The important thing to note about this definition is that it considers attitudes as broad, generic (not simple and specific) determinants of behaviour (G.W. Allport, 1929).

16.We shall regard attitudes here as verbalized or verbalizable tendencies, dispositions, adjustments toward certain acts. They relate not to the past nor even primarily to the present, but as a rule, to the future. Sometimes, of course, it is a hypothetical future.....The 'attitude' is primarily a way of being 'set' toward or against things (Murphy and Murphy, 1931, p. 615).

Appendix two: Quantitative questionnaire

QUESTIONNAIRE ON YOUR ATTITUDES TOWARDS WRL
(Please tick the most appropriate box beside each statement)

A **work-related learning** programme involving a placement every week up to one day in work, work-based training or college for Bangladeshi pupils with low educational attainment from years 10 and 11 …………

	Strongly Agree 1	Agree 2	Not Sure 3	Disagree 4	Strongly Disagree 5
.1. Can prepare them better for working life	☐	☐	☐	☐	☐
2. Can help to improve their GCSE work .	☐	☐	☐	☐	☐
3. Cannot help them choose a college. course.	☐	☐	☐	☐	☐
4. Can help them choose a career .	☐	☐	☐	☐	☐
5. Cannot offer them qualifications (NVQ) to do a job at 16.	☐	☐	☐	☐	☐
6. Can help them decide whether to take. a college course or a training course.	☐	☐	☐	☐	☐
7. Cannot improve knowledge/skills. necessary for choosing employment	☐	☐	☐	☐	☐
8. Can encourage their learning.	☐	☐	☐	☐	☐
9. Cannot improve their communication. skills by talking to unknown people.	☐	☐	☐	☐	☐
10. Can make them more enthusiastic about further education.	☐	☐	☐	☐	☐
11. Cannot improve their numeracy skills by adding up costs of items	☐	☐	☐	☐	☐
12 Can help find out what opportunities are available to them	☐	☐	☐	☐	☐
13. Cannot improve their communication skills by listening and following instructions	☐	☐	☐	☐	☐
14. Can improve their numeracy skills by using a calculator.	☐	☐	☐	☐	☐
15. Cannot improve IT skills by using a fax	☐	☐	☐	☐	☐

A work-related learning programme involving a placement every week up to one day in work, work-based training or college for Bangladeshi pupils with low educational attainment from years 10 and 11 ....

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
	1	2	3	4	5
16. Can give them a chance to have a decent job.	☐	☐	☐	☐	☐
17. Cannot improve their skills in sharing experiences with others.	☐	☐	☐	☐	☐
18. Can make them more enthusiastic about getting a job.	☐	☐	☐	☐	☐
19. Cannot improve their numeracy skills by pricing products if placed on a retail course or placement	☐	☐	☐	☐	☐
20. Can help them to know what qualifications (NVQ) are needed to reach a career goal.	☐	☐	☐	☐	☐
21 Can help them find out what skills are needed to improve to get a job	☐	☐	☐	☐	☐
22. Cannot help them find out the skills needed for the job	☐	☐	☐	☐	☐
23. Can help them find what sorts of jobs they would be able to do.	☐	☐	☐	☐	☐
24. Cannot help choose what they may do after age 16	☐	☐	☐	☐	☐
25. Can improve their IT skills by using e-mail.s	☐	☐	☐	☐	☐
26. Cannot improve their skills in solving problems.	☐	☐	☐	☐	☐
27. Can improve their skills in following instructions from supervisors	☐	☐	☐	☐	☐
28. Cannot improve their skills by building on what some one is good at.	☐	☐	☐	☐	☐
29. Can improve their skills by using the computer to word-process letters and reports	☐	☐	☐	☐	☐
30. Cannot improve their skills in spotting problems before they arise.	☐	☐	☐	☐	☐

A work-related learning programme involving a placement every week up to one day in work, work-based training or college for Bangladeshi pupils with low educational attainment from years 10 and 11 ....

	Strongly Agree 1	Agree 2	Not Sure 3	Disagree 4	Strongly Disagree 5
31. Can help them know what education is needed to do a particular job.	☐	☐	☐	☐	☐
32. Will appear suitable for parents to send their children to follow an out-of school programme.	☐	☐	☐	☐	☐
33. Cannot help them develop skills in getting on with people at work	☐	☐	☐	☐	☐
34. Can improve their reading skills by reading work instructions..	☐	☐	☐	☐	☐
35. Cannot improve their numeracy skills by doing stock-taking.	☐	☐	☐	☐	☐
36. Can improve IT skills by using a printer.	☐	☐	☐	☐	☐
37. Cannot improve their planning skills through working on a problem.	☐	☐	☐	☐	☐
38. Can improve their skills by working as a part of a team.	☐	☐	☐	☐	☐
39. Cannot improve their skills by working on those things in which they are not good at.	☐	☐	☐	☐	☐
40. Can make them to be more positive towards attendance.	☐	☐	☐	☐	☐
41. Cannot improve skills in completing their own work	☐	☐	☐	☐	☐
42. Can help them to make a back-up plan	☐	☐	☐	☐	☐
43. Cannot improve skills in helping others to solve their problems	☐	☐	☐	☐	☐
44. Can help them find out what skills are needed to improve to get a job	☐	☐	☐	☐	☐
45. Cannot improve their communication skills by talking on the telephone	☐	☐	☐	☐	☐
46. Can improve their numeracy skills by stock ordering	☐	☐	☐	☐	☐

A **work-related learning** programme involving a placement every week up to one day in work, work-based training or college for Bangladeshi pupils with low educational attainment from years 10 and 11 ....

	Strongly Agree 1	Agree 2	Not Sure 3	Disagree 4	Strongly Disagree 5
47. Cannot improve their IT skills by working on the internet.	☐	☐	☐	☐	☐
48. Can improve their skills knowing who to ask for help	☐	☐	☐	☐	☐
49. Cannot improve their skills by helping others with their work.	☐	☐	☐	☐	☐
50. Can prepare them to be used to working in situations with problems.	☐	☐	☐	☐	☐
51. Cannot make them more reliable.	☐	☐	☐	☐	☐
52. Can improve skills in working with males as well as females.	☐	☐	☐	☐	☐
53. Will appear as an exclusion from the NC.	☐	☐	☐	☐	☐
54. Can help to get IT base job.	☐	☐	☐	☐	☐
55. Cannot help them with specialist language skills needed to serve customers.	☐	☐	☐	☐	☐
56. Can help them improve self-esteem	☐	☐	☐	☐	☐
57. Can improve their IT skills by working on computer-aided design(CAD)	☐	☐	☐	☐	☐
58. Can make them more punctual	☐	☐	☐	☐	☐
59. Can train them to work independently.	☐	☐	☐	☐	☐
60. May lead students who are not in the programme to undermine the students who are involved in it.	☐	☐	☐	☐	☐
61. Can make them more self-confident	☐	☐	☐	☐	☐
62. Can improve their skills in percentages by calculating VAT	☐	☐	☐	☐	☐

Mohammed Abul Lais

Date:

(১৯৯৯-২০০০)

এই গবেষনার কোথাও আপনার ব্যক্তিগত পরিচয় উল্লেখ করা হবেনা এবং তা সব সময় গোপন রাখা হবে।

দয়া করে সঠিক বাক্সে টিক (√) দিন

১. আমি

পুরুষ ☐ ১
মহিলা ☐ ২

২. বয়স

১৫ বছর ☐ ১
১৬ বছর ☐ ২
১৭ বছর ☐ ৩

৩. এদেশে বসবাসের সময়

১-৫ বছর ☐ ১
৬-১০ বছর ☐ ২
১১-১৫ বছর ☐ ৩
১৬-২০ বছর ☐ ৪

৪. এদেশে স্কুলে কোন লেভেল থেকে পড়া শুনা করছেন ?

নার্সারী ☐ ১
ইনফ্যান্ট ☐ ২
জুনিয়র ☐ ৩
সেকেন্ডারী ☐ ৪

৫. কোন বিষয় সব চেয়ে বেশী ভাল লাগে (একাধিক বিষয় দাগ দেওয়া যেতে পারে)

ইংরেজী ☐ ১
অংক ☐ ২
বিজ্ঞান ☐ ৩
ট্যাকনোলেজি ☐ ৪
অন্য কোন বিষয় ☐ ৫
দয়া করে উল্লেখ করুন

৬. আপনি কি ওয়ার্ক এক্সপেরিয়েন্স'' করেছেন ?

হ্যাঁ ☐ ১
না ☐ ২

হ্যাঁ টিক করে থাকলে- ইহা কি আপনার জন্য উপকারী ছিল-

হ্যাঁ ☐ ১
না ☐ ২

কাজের মাধ্যমে শিক্ষা সম্বন্ধে আপনার মতামত জানতে কিছু প্রশ্ন দেওয়া হয়েছে। যে উত্তরটি আপনার কাছে সঠিক মনে হয় তার পাশের বাক্সে দয়া করে টিক দিন।

কাজের মাধ্যমে শিক্ষা- ইয়ার ১০ এবং ১১ এর শিক্ষায় অন্থসর বাংলাদেশী ছাত্র/ছাত্রীদেরকে সপ্তাহে একদিন কলেজ কোর্স, ট্রেইনিং বা কাজে পাঠিয়ে শিক্ষা দেওয়া যা.......

		দৃঢ় সম্মতি ১	সম্মতি ২	নিশ্চিত নয় ৩	অসম্মতি ৪	দৃঢ় অসম্মতি ৫
১.	তাদেরকে কর্ম জীবনের ভাল প্রস্তুতি নিতে সাহায্য করবে।	☐	☐	☐	☐	☐
২.	তাদেরকে জি সি এস ই তে উন্নতি সাধনে সাহায্য করবে।	☐	☐	☐	☐	☐
৩.	তাদেরকে আত্ম বিশ্বাসী হতে সাহায্য করবে।	☐	☐	☐	☐	☐
৪.	তাদেরকে পেশা বেছে নিতে সাহায্য করবে।	☐	☐	☐	☐	☐
৫.	তাদেরকে ১৬ বছর বয়সে কোন কাজ করার মত শিক্ষাগত যোগ্যতা (NVQ) দিবেনা।	☐	☐	☐	☐	☐
৬.	তাদেরকে কলেজ কোর্স না প্রশিক্ষন কোর্স নিলে ভাল হবে সে সিদ্ধান্ত নিতে সাহায্য করবে।	☐	☐	☐	☐	☐
৭.	চাকরী বাচাই করতে যে জ্ঞানের ও দক্ষতার দরকার তা অর্জনে তাদেরকে সাহায্য করবেনা।	☐	☐	☐	☐	☐
৮.	তাদেরকে শিক্ষা অর্জনে উৎসাহ যোগাবে।	☐	☐	☐	☐	☐
৯.	অচেনা লোকের সাথে কথা বলার জন্য তাদের কম্যুনিকেশনের দক্ষতা বাড়বেনা।	☐	☐	☐	☐	☐
১০.	আরো লেখাপড়া করতে তাদেরকে আগ্রহী করবে।	☐	☐	☐	☐	☐
১১.	দ্রব্য মূল্য হিসাব করে ন্যুমারেসি জ্ঞান অর্জন করতে সাহায্য করবেনা।	☐	☐	☐	☐	☐
১২.	কি কি সুযোগ সুবিধা তাদের জন্য আছে তা খুঁজে পেতে সাহায্য করবে।	☐	☐	☐	☐	☐

| ১৩. | আদেশ শুনে/পালন করে নিজের কম্যুনিকেশন স্কিল উন্নত করতে সাহায্য করবে না। | ☐ | ☐ | ☐ | ☐ | ☐ |

কাজের মাধ্যমে শিক্ষা- ইয়ার ১০ এবং ১১ এর শিক্ষায় অনগ্রসর বাংলাদেশী ছাত্র/ছাত্রীদেরকে সপ্তাহে একদিন কলেজ কোর্স, ট্রেইনিং বা কাজে পাঠিয়ে শিক্ষা দেওয়া যা.......

		দৃঢ় সম্মতি ১	সম্মতি ২	নিশ্চিত নয় ৩	অসম্মতি ৪	দৃঢ় অসম্মতি ৫
১৪.	ক্যালকিউলেটর ব্যবহার করে তাদের ন্যুমারেসির দক্ষতা বাড়াতে সাহায্য করবে ।	☐	☐	☐	☐	☐
১৫.	ফ্যাক্স ব্যবহার করে তাদের আই, টি, স্কিল উন্নত করতে সাহায্য করবে না।	☐	☐	☐	☐	☐
১৬.	তাদেরকে ভাল কাজ পেতে সুযোগ করে দিবে।	☐	☐	☐	☐	☐
১৭.	তাদেরকে অন্যের সাথে অভিজ্ঞতা শেয়ার করে দক্ষতা উন্নত করতে সাহায্য করবে না।	☐	☐	☐	☐	☐
১৮.	অধিক বিষয়ে জি সি এস ই করতে সাহায্য করবে।	☐	☐	☐	☐	☐
১৯.	রিটেল কোর্স বা প্লেসমেন্টে নিযুক্ত হয়ে দ্রব্যাদিতে দাম বসিয়ে ন্যুমারেসি জ্ঞান অর্জন করতে সাহায্য করবে না ।	☐	☐	☐	☐	☐
২০.	কোন পেশার লক্ষ্যে পৌঁছতে তাদের কি ধরনের শিক্ষাগত যোগ্যতা (NVQ)'র প্রয়োজন তা জানতে সাহায্য করবে।	☐	☐	☐	☐	☐
২১.	তাদের মাতাপিতার জন্য স্কুলের বাহিরের প্রোগ্রামে সন্তানদের পাঠাতে সুবিধা হবে।	☐	☐	☐	☐	☐
২২.	কোন কাজের জন্য কি ধরনের দক্ষতা প্রয়োজন তা জানতে তাদেরকে সাহায্য করবেনা।	☐	☐	☐	☐	☐
২৩.	কি ধরনের কাজ করতে সক্ষম হবে তা জানতে তাদেরকে সাহায্য করবে।	☐	☐	☐	☐	☐

		দৃঢ় সম্মতি	সম্মতি	নিশ্চিত নয়	অসম্মতি	দৃঢ় অসম্মতি

২৪. তাদেরকে কম্পিউটারে চিঠিপত্র টাইপ করে দক্ষতা বৃদ্ধি করতে সাহায্য করবে। ☐ ☐ ☐ ☐ ☐

২৫. ই -মেইল ব্যাবহারে তাদের I T স্কিল উন্নত করতে সাহায্য করবে। ☐ ☐ ☐ ☐ ☐

কাজের মাধ্যমে শিক্ষা- ইয়ার ১০ এবং ১১ এর শিক্ষায় অন্থগ্রসর বাংলাদেশী ছাত্র/ছাত্রীদেরকে সপ্তাহে একদিন কলেজ কোর্স, ট্রেইনিং বা কাজে পাঠিয়ে শিক্ষা দেওয়া যা.......

#		দৃঢ় সম্মতি	সম্মতি	নিশ্চিত নয়	অসম্মতি	দৃঢ় অসম্মতি
		১	২	৩	৪	৫
২৬.	সমস্যা সমাধানের দক্ষতা বাড়াতে সাহায্য করবে না।	☐	☐	☐	☐	☐
২৭.	সুপারভাইজরের নির্দেশনায় কাজের দক্ষতা বাড়াতে সাহায্য করবে।	☐	☐	☐	☐	☐
২৮.	যে কাজে দক্ষতা আছে তাতে আরো দক্ষ হতে তাদেরকে সাহায্য করবেনা।	☐	☐	☐	☐	☐
২৯.	NVQ শিক্ষা সম্মন্ধে আরো জানতে সাহায্য করবে।	☐	☐	☐	☐	☐
৩০.	কোন সমস্যা সৃষ্টির আগে তা জানার দক্ষতা বাড়াতে সাহায্য করবে না।	☐	☐	☐	☐	☐
৩১.	কোন কাজের জন্য কি ধরনের শিক্ষাগত যোগ্যতা দরকার তা বুঝতে তাদেরকে সাহায্য করবে।	☐	☐	☐	☐	☐
৩২.	চাকরী পেতে হলে কোন্ বিষয়ে আরো জ্ঞান অর্জনের দরকার তা বুঝতে তাদেরকে সাহায্য করবে।	☐	☐	☐	☐	☐
৩৩.	কাজের জায়গায় অন্য লোকের সাথে কাজ করার দক্ষতা বাড়াতে তাদেরকে সাহায্য করবে না।	☐	☐	☐	☐	☐
৩৪.	কাজের নির্দেশাবলী পড়ে রিডিং স্কিলস বাড়াতে তাদেরকে সাহায্য করবে।	☐	☐	☐	☐	☐
৩৫.	মজুদ পন্য দ্রব্য হিসাব করে তাদের অংক সংক্রান্ত মৌলিক জ্ঞান বাড়াতে সাহায্য করবে না।	☐	☐	☐	☐	☐
৩৬.	প্রিন্টার ব্যাবহারে আই টি স্কিল বাড়াতে তাদেরকে সাহায্য করবে।	☐	☐	☐	☐	☐

		দৃঢ় সম্মতি ১	সম্মতি ২	নিশ্চিত নয় ৩	অসম্মতি ৪	দৃঢ় অসম্মতি ৫
৩৭.	কোন সমস্যা সমাধানের মাধ্যমে প্লানিং-স্কিল বৃদ্ধি করতে তাদেরকে সাহায্য করবে না।	☐	☐	☐	☐	☐
৩৮.	একত্রে কাজ করলে দলবদ্ধ ভাবে কাজ করার দক্ষতা অর্জন করতে সাহায্য করবে।	☐	☐	☐	☐	☐

কাজের মাধ্যমে শিক্ষা– ইয়ার ১০ এবং ১১ এর শিক্ষায় অনগ্রসর বাংলাদেশী ছাত্র/ছাত্রীদেরকে সপ্তাহে একদিন কলেজ কোর্স, ট্রেইনিং বা কাজে পাঠিয়ে শিক্ষা দেওয়া যা.......

		দৃঢ় সম্মতি ১	সম্মতি ২	নিশ্চিত নয় ৩	অসম্মতি ৪	দৃঢ় অসম্মতি ৫
৩৯.	যে সমস্ত বিষয়ে দুর্বল সে সব বিষয় নিয়ে কাজ করে দক্ষতা অর্জন করতে তাদেরকে সাহায্য করবে না।	☐	☐	☐	☐	☐
৪০.	উপস্থিতির ব্যাপারে আরো সচেতন হতে সাহায্য করবে।	☐	☐	☐	☐	☐
৪১.	নিজের কাজ সম্পন্ন করার দক্ষতা অর্জন করা যাবেনা।	☐	☐	☐	☐	☐
৪২.	বিকল্প পরিকল্পনা করতে সাহায্য করবে।	☐	☐	☐	☐	☐
৪৩.	অন্যের সমস্যা সমাধান করে নিজের দক্ষতা অর্জন করতে তাদেরকে সাহায্য করবে না।	☐	☐	☐	☐	☐
৪৪.	কাজের দক্ষতা বাড়াতে সাহায্য করবে।	☐	☐	☐	☐	☐
৪৫.	টেলিফোনে কথা বলে কম্যুনিকেশন স্কিল বৃদ্ধি করতে সাহায্য করবেনা।	☐	☐	☐	☐	☐
৪৬.	**VAT** হিসাব করে পারস্যান্টেজ (Percentage) জ্ঞান বাড়াতে সাহায্য করবে।	☐	☐	☐	☐	☐
৪৭.	ইন্টারনেটে কাজ করে আই টি (I T) স্কিল বৃদ্ধি করতে তাদেরকে সাহায্য করবে না।	☐	☐	☐	☐	☐
৪৮.	তাদেরকে কার কাছে সাহায্য চাইতে হবে তা জানার জ্ঞান বৃদ্ধি করতে সাহায্য করবে।	☐	☐	☐	☐	☐
৪৯.	অন্যের কাজে সাহায্য করে দক্ষতা বৃদ্ধি করতে তাদেরকে সাহায্য করবে না।	☐	☐	☐	☐	☐

		দৃঢ় সম্মতি	সম্মতি	নিশ্চিত নয়	অসম্মতি	দৃঢ় অসম্মতি

৫০. তাদেরকে সমস্যাময়ী পরিবেশে কাজ করার দক্ষতা বাড়াতে সাহায্য করবে । ☐ ☐ ☐ ☐ ☐

৫১. তাদেরকে আরো নির্ভরযোগ্য করতে সাহায্য করবে না । ☐ ☐ ☐ ☐ ☐

কাজের মাধ্যমে শিক্ষা- ইয়ার ১০ এবং ১১ এর শিক্ষায় অনগ্রসর বাংলাদেশী ছাত্র/ছাত্রীদেরকে সপ্তাহে একদিন কলেজ কোর্স, ট্রেইনিং বা কাজে পাঠিয়ে শিক্ষা দেওয়া যা.......

		দৃঢ় সম্মতি	সম্মতি	নিশ্চিত নয়	অসম্মতি	দৃঢ় অসম্মতি
		১	২	৩	৪	৫

৫২. মহিলা ও পুরুষের সাথে কাজ করার যোগ্যতা বাড়াতে সাহায্য করবে । ☐ ☐ ☐ ☐ ☐

৫৩. ন্যাশন্যাল কারিকুলামের বাইরে বলে গন্য হবে । ☐ ☐ ☐ ☐ ☐

৫৪. তাদেরকে আই টি পরিবেশে কাজ পেতে সাহায্য করবে । ☐ ☐ ☐ ☐ ☐

৫৫. তাদেরকে কাস্টমারকে সেবা করার বিশেষ কোন ভাষা জানতে সাহায্য করবেনা । ☐ ☐ ☐ ☐ ☐

৫৬. স্কুলের কাজে আরো উৎসাহি হ'তে সাহায্য করবে । ☐ ☐ ☐ ☐ ☐

৫৭. সি, এ, ডি (CAD) তে কাজ করলে তাদের আই, টি (I T) স্কিল বাড়াতে সাহায্য করবে । ☐ ☐ ☐ ☐ ☐

৫৮. নিয়মানুবর্তি হতে সাহায্য করবে । ☐ ☐ ☐ ☐ ☐

৫৯. তাদেরকে স্বনির্ভর ভাবে কাজ করার প্রশিক্ষন দিতে সাহায্য করবে । ☐ ☐ ☐ ☐ ☐

৬০. এই প্রোগ্রামের বাহিরের ছাত্র/ ছাত্রীরা এই প্রোগ্রামের অন্তর্ভূক্ত ছাত্র/ ছাত্রীদেরকে অবজ্ঞা করবে । ☐ ☐ ☐ ☐ ☐

৬১. কলেজে কোর্স বাচাই করতে তাদেরকে সাহায্য করবেনা । ☐ ☐ ☐ ☐ ☐

৬২. জি সি এস ই ইংরেজী মৌখিক পরীক্ষায় সাহায্য করবে । ☐ ☐ ☐ ☐ ☐

Appendix three covering letter to the research participants.

Mohammed Abul Lais
Address:
Date:

Dear ....

I am under taking a Doctoral degree at Middlesex University, and will be grateful for your assistance in part of my research. I hope the research will highlight ways that will help Bangladeshi young people to raise attainment in education and improve their employability and of course enhance their earning potential.

This research will give information on **whether or not** the school curriculum with a WRL programme is more appropriate for Bangladeshi pupils with low educational attainment at Key Stage 4, (please see the definition below).

I would be grateful if you please indicate your attitudes by answering the attached questionnaire and return it to your teacher at the end of this lesson. Your co-operation will help me tremendously towards developing an appropriate curriculum for Bangladeshi young people.

Please note that neither your name nor any of your personal details will be mentioned anywhere in the study and all information will be kept confidential

Thank you very much.

Yours faithfully

Mohammed Abul Lais
Careers Officer
--Definition:

WRL : WRL means learning through placements. It is an opportunity for all students to spend time up to one day per week in a work place, training place or a college, which could hopefully prepare them for life after school. It could be particularly beneficial for young people in years 10 and 11 who are underachieving at school and not being adequately supported by the NC to develop their skills in communication, numeracy, literacy, problem solving and information Technology. Students on WRL schemes can replace two of the three subjects: Science, Modern Foreign Language and Technology, and study other subjects at their schools. It is not a separate curriculum but a part of the NC, which will be supervised and monitored by the teachers. The Secretary of State for Education has empowered the schools under Section 363 of the 1996 Education Act to set aside , or modify parts of the NC at key stage 4 provided that the schools have workable plans and structures in place as a complimentary education to the other subjects studied at schools. It can provide credits towards a National Vocational Qualification (NVQ). About 1000 schools, in the mean time, have included a WRL programme within the school curriculum.

Key skills: Skills in Numeracy, Literacy, Problem solving, communication, Information Technology, working with others and improving own learning.

NVQs (National Vocational qualifications) improve skills, knowledge and understanding needed at work and show that a person is competent to carry out work to standards required by the industry.

Bengali translation of covering letter

Capital Careers
78 Parkway

London NW1 7AN

প্রিয়,

আমি বি, এইচ ভি, পর্থের একটি গবেষনা করছি। এতে আপনার সহযোগীতা পেলে অত্যন্ত উপকৃত হব। আমি আশা করি এই গবেষনা আমাদের বাংলাদেশী তরুন/তরুনীদের লেখা পড়ায় উন্নতি সাধন, চাকুরীর সাধন এবং বিশেষ করে উপার্জন ক্ষমতা বৃদ্ধিতে সহায়ক হবে।

এই গবেষনা থেকে স্কুল কারিকিউলামের কাজের মাধ্যমে শিক্ষা অর্জন প্রোগ্রাম বাংলাদেশী নিম্ন হারের শিক্ষা প্রাপ্ত কী-স্টেজ-৪ এর ছাত্র/ছাত্রীদের জন্য অধিক উপযোগী কি না সে সব তথ্য পাওয়া যাবে।

আপনি যদি একটু সময় করে নিচের প্রশ্ন গুলির ভিত্তরের মাধ্যমে আপনার মতামত প্রকাশ করেন এবর এই ফরমটি আপনার নিকটস্থ শিক্ষকের কাছে ফেরৎ পাঠান তাহলে আমি অত্যন্ত উপকৃত হব। বাংলাদেশী তরুন/তরুনীদের (কী-স্টেজ ৪ এর ছাত্র/ছাত্রী) কারিকুউলাম তৈরী করতে আপনার সহযোগীতা আমাকে খুব সাহায্য করবে।

আমি এ নিশ্চয়তা দিচ্ছি যে আপনার নাম, ব্যক্তিগত পরিচয় কোথায়ও প্রকাশ করা হবে না এবর এই গবেষনায় যে তথ্য আপনি দিয়েছেন তা সব সময় গোপনা রাখা হবে।

ধন্যবাদ।

বিনীত

মোহাম্মদ আবুল লেইছ
ক্যারিয়ার অফিসার

_____

সংযুক্ত:

_____

কাজের মাধ্যমে- শিক্ষা: কাজের মাধ্যমে শিক্ষা অর্থাৎ চেুনচেন্টের মাধ্যমে শিক্ষাঙ্গন। ছাত্র/ছাত্রীদের জন্য কলেজে, শিক্ষা কেন্দ্রে, কাজের জায়গায় সপ্তাহে একদিন কাজ করা একটি সুবর্ণ সুযোগ। এটা স্কুল পরবর্তী সময়ের সুন্দর জীবন গড়ার সঠিক সিদ্ধান্ত নিতে তাদেরকে সাহায্য করে। বিশেষ করে ইয়ার ১০ এবং ১১ এর ছাত্র/ছাত্রী যারা অনুপবোশী জাতীয় কারিকুউলামের কারনে ইনফরমেশন টেকনোলজি, সময়স্যা সমাধান, লেখা এবং পড়া, অংক সংক্রান্ত মৌলিক জ্ঞান এবং যোগাযোগের ক্ষেত্রে পারদর্শিতা লাভ করতে বিমুত হচ্ছে। কাজের মাধ্যমে শিক্ষা প্রোগ্রামে তরুন ছাত্র/ছাত্রী বিজ্ঞান, আধুনিক বিদেশী ভাষা এবর টেকনোলজি এবর স্কুলের অন্যান্য পাঠ্য বিষয়- এই তিনটির মধ্যে যে কোন দুটি বিষয় পরিবর্তন করতে পারবে। এটা আলাদা কোন কারিকুউলাম নয় বরর জাতীয় কারিকুউলামের একটি অংশ যা স্কুলের শিক্ষক পর্যবেক্ষন করে থাকবেন। শিক্ষা বিষয়ক সেক্রেটারী- শিক্ষা আইন ১৯৯৭ এর ৩৮৩ নং ধারার মাধ্যমে স্কুল সমুহকে কী- স্টেজ ৪ এর জন্য জাতীয় কারিকুউলাম রদ বদল বা আধুনিক করনের পূর্ণ ক্ষমতা দিয়েছেন। জাতীয় কারিকুউলামে এর আধুনিক করন বা পদ্ধতি স্কুলে ছাত্র/ছাত্রীদের অন্যান্য পাঠ্য বিষয়ের সম্পূরক হিসাবের কাজ করে। যা N V Q তে ক্রেডিট বাড়াতে সহায়ক হবে। প্রায় ১০০০ স্কুল এর্ই এ প্রোগ্রাম স্কুলের কারিকুউলামে অন্তর্ভুক্ত করেছে।

কী স্কিল (Key skills): অংক সংক্রান্ত মৌলিক জ্ঞান, লেখা এবর পড়া, সমস্যা সমাধান, যোগাযোগ আইই টি, অন্যের সাথে কাজ করা এবর নিজের শিক্ষা বৃদ্ধি করতে দক্ষতা অর্জন করার মানেই কি স্কিল।

বৃত্তিগত জাতীয় যোগ্যতা (NVQs): এটা কোন কাজ করতে প্রয়োজনীয় যোগ্যতা, জ্ঞান ও মেধার ভিত্তি করে এটা কোন ব্যাক্তির কোন প্রতিষ্ঠানে মান সম্মত কাজের যোগ্যতা প্রমান করে।

Appendix Five-: Access to School

Date:

Address

Sub: Access into school to conduct quantitative and qualitative research.

Dear

I am undertaking a PhD research at the Middlesex University. The aim of the research is to study the attitudes towards and effectiveness of work-related learning for Bangladeshi disaffected pupils at Key stage 4.

Under-achievement by Bangladeshi children in education has been an issue for a long time. Having worked with them for a number of years, I have the interest and also I share the responsibility as a member of the Bangladeshi community to support them.

The aim of the research is to study the attitudes towards and effectiveness of work-related learning for Bangladeshi disaffected pupils at Key stage 4.

My pilot research suggests that Bangladeshi underachievers possess 'practical skills' which could shine through a work-related learning programme.

The sample of the research comprises of disaffected Bangladeshi children, their teachers, careers officers, parents and significant members of the Bangladeshi Community in Camden. As Bangladeshi pupils attend mostly in two schools including yours, I would like to bring your Bangladeshi disaffected pupils of Yr.10 and 11 as well as their teachers in the research perspectives and administer the questionnaire to them, some of whom will be followed up for taped interviews for about an hour each, at a later stage.

I hope to be in a position to identify practical strategies that can be implemented to aid this disadvantaged group in their full potential for themselves, their families and the community in Camden. There will be direct benefits for your school, your pupils and also the indicators of the service providers.

I need your permission to conduct the research in your school. I shall be pleased to share findings with your school. I confirm you that confidentiality of information from your school as well as the anonymity of any one in the research perspectives will be protected.

Please find a sample of the quantitative questionnaire attached to this letter. Any suggestions in the research perspectives are welcome.

Looking forward to hearing from you at your earliest convenience.

Thanks.

Yours sincerely

Mohammed A Lais
Careers Officer

Appendix six : consent from parents and significant members

Mohammed Abul Lais   Date:
Address:

Dear ....
I am undertaking a research project at Middlesex University to study the attitudes towards and effectiveness of work-related learning for Bangladeshi low achievers at Key stage 4. Under-achievement by Bangladeshi children in education has been an issue for a long time. Having worked for a number of years with them, I have developed the interest and also I share the responsibility as a member of the Bangladeshi community to support them.

The sample of the research comprises of disaffected Bangladeshi children at Key Stage 4, their teachers, careers officers, parents and significant members of the Bangladeshi Community in Camden. It will be helpful if you participate in the research which will involve you for about half an hour to deal with a questionnaire and possibly, at a later stage, with a taped interview for about an hour.

This research will give information on whether or not the school curriculum with a work-related learning programme is more appropriate for Bangladeshi pupils with low educational attainment at Key Stage 4. I hope the research will highlight ways that will help Bangladeshi young people to raise attainment in education and improve their employability and of course enhance their earning potential.

I would be grateful if you tick an appropriate box in the reply slip to indicate your intention whether to take part in the research or not and send back by using the pre-paid and addressed envelope.

Please note that neither your name nor any of your personal details will be mentioned anywhere in the study and all information will be kept confidential.

Thank you very much.

Yours faithfully

Mohammed Abul Lais
Careers Officer
....Reply slip...

RESEARCH DATA USE – CONSENT FORM
Please tick ONE box

I am interested to take part in the research   ☐

I am not interested to take part in the research   ☐

Signature..
Name ....
Address...
....

প্রিয়,

আমি মিড়লসেক্স ইউনিভার্সিটি থেকে কী স্টেজ-৪ এর শিক্ষায় অনগ্রসর বাংলাদেশী ছাত্র/ছাত্রীর জন্য- 'কাজের মাধ্যমে শিক্ষার্জন' এর উপকারীতা এবং মতামত নিয়ে গবেষনা করছি। লেখা পড়ায় বাংলাদেশী ছেলে মেয়েরা ভাল ফল করতে পারছেনা-ইহা উল্লেখ যোগ্য একটি বিষয়। বাংলাদেশী ছেলে মেয়েদের সাথে দীর্ঘ দিন কাজ করে এবং বঙ্গালী কম্যুনিটির একজন সদস্য হিসাবে দায়িত্ববোধ আমাকে প্রচন্ড ভাবে উৎসাহিতি করেছে তাদেরকে সহযোগীতা করতে।

এই গবেষনায় অংশ নিবেন কী স্টেজ-৪ এর লেখা পড়ায় পিছিয়ে পড়া বাংলাদেশী ছাত্র/ছাত্রী, তাদের শিক্ষক, ক্যারিয়ার্স অফিসার, অভিভাবক এবং ক্যামডেনে বাংলাদেশ কম্যুনিটির বিশেষ ব্যাক্তি বর্গ।

আপনি যদি একটু সময় করে এই গবেষনায় অংশ নেন তাহলে অত্যন্ত খুশী হব। আপনাকে কিছু প্রশ্ন জিজ্ঞেস করা হবে এবং পরে হয়তো ঘন্টা খানেক সময়ের মত একটি ইন্টারভিউ ভিডিও কেসেটে ধারন করা হবে। এই গবেষনায় স্কুল কারিকিউলামে 'কাজের মাধ্যমে শিক্ষা অর্জন প্রোগ্রাম' লেখা পড়ায় অনগ্রসর বাংলাদেশী কী-স্টেজ-৪ এর ছাত্র/ছাত্রীদের জন্য অধিক উপযোগী কি না সে সব তথ্য পাওয়া যাবে। আমি আশা করি এই গবেষনা বাংলাদেশী ছাত্র/ছাত্রীদের জন্য অত্যন্ত সাহায্যকারী হবে যা থেকে ওরা তাদের লেখা পড়ার মান উন্নত করতে পারবে এবং কাজের যোগ্যতা বাড়িয়ে উপার্জন ক্ষমতা বাড়াতে সক্ষম হবে।

এই চিঠির সাথে ঠিকানা লিখা ডাক টিকিট যুক্ত এনভেলাপ দেওয়া হল। নীচের স্লিপখানা পূর্ন করে এই গবেষনায় অংশ নিবেন কি না তা জানালে উপকৃত হব।

আমি এ নিশ্চয়তা দিচ্ছি যে আপনার নাম, ব্যক্তিগত পরিচয় কোথাও প্রকাশ করা হবে না এবং এই গবেষনায় যে তথ্য আপনি দিয়েছেন তা সব সময় গোপনা রাখা হবে।

ধন্যবাদ।

বিনীত

মোহাম্মদ আবুল লেইছ

ক্যারিয়ার অফিসার

গবেষনায় অংশ নেওয়ার সম্মতি ফরম

দয়া করে একটি বাক্সে (√) দিন।

আমি গবেষনায় অংশ নিতে চাই। ⬚

আমি গবেষনায় অংশ নিতে চাই না। ⬚

দস্তখত------------------------------

নাম   ------------------------------

ঠিকানা ------------------------------

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Appendix seven: Semi-structured questions

(Please note that neither your name nor of your personal details will be mentioned anywhere in the study and all information will be kept confidential.)

(If Bangladeshi low-achievers follow the option of WRL at Key Stage 4):

1. Can they improve their communication skills? Please give your reasons.

2. What is your opinion about the development of numeracy skills? Please explain.

3. Do you think that information technology skills could be improved? How?

4. Can the low-achievers develop skills which are required to work in a team? Please explain.

5. What is your opinion about improving problem solving skills? Please give your reasons.

6. Can work-related learning help them towards GCSE work? Please explain.

7. Can WRL offer NVQ before leaving school? How?

8. What is your opinion regarding improving employability skills?

9. Do you think work-related learning can help them to choose their next step on leaving school at the age of 16?

10. Can pupils be able to choose a career for them? Please explain.

11. How will the out-of-school programmes be looked by the pupils?

12. What would parents think about sending their girls of age 15/16 to an out-of-school programme?

13. Can work-related learning help pupils to motivate towards learning? Please explain.

14. What other skill or skills do you think Bangladeshi pupils can develop through WRL?

15. What problems they might face?

Appendix Eight: Initial Statistics for a Principle Components Analysis of the 62 item questionnaire

Items	Eigen value	% of variance	Cumulative %
1	14.88	23.997	23.997
2	3.064	4.943	28.940
3	2.473	3.989	32.929
4	2.279	3.676	36.605
5	1.995	3.218	39.823
6	1.756	2.832	42.655
7	1.653	2.667	45.322
8	1.609	2.595	47.917
9	1.477	2.382	50.299
10	1.386	2.236	52.535
11	1.323	2.134	54.669
12	1.206	1.945	56.614
13	1.184	1.909	58.523
14	1.126	1.816	60.339
15	1.064	1.715	62.054
16	1.047	1.689	63.744
17	1.042	1.681	65.425

Appendix nine: Reliability analysis scale (Alpha)

No	Items	Alpha if deleted
3	Can make them more self-confident.	.9285
9	Cannot improve their communication skills by talking to unknown people.	.9278
13	Cannot improve their communication skills by listening and following instructions	.9292
17	Cannot improve their skills in sharing experiences with others.	.9262
19	Cannot improve their numeracy skills by pricing products if placed on a retail course or placement	.9263
22	Cannot help them find out the skills needed for the job	.9266
24	Can improve their skills by using the computer to word-process letters and reports	.9287
26	26. Cannot improve their skills in solving problems.	.9261
27	Can improve their skills in following instructions from supervisors	.9278
28	Cannot improve their skills by building on what some one is good at.	.9270
30	Cannot improve their skills in spotting problems before they arise.	.9265
33	Can not help them develop skills in getting on with people at work	.9258
34	Can improve their reading skills by reading work instructions.	.9273
35	Cannot improve their numeracy skills by doing stock-taking.	.9273
37	Cannot improve their planning skills through working on a problem.	.9268
38	Can improve their skills by working as a part of a team.	.9274
39	Cannot improve their skills by working on those things in which they are not good at.	.9269
41	Cannot improve skills in completing their own work	.9276
43	Cannot improve skills in helping others to solve their problems	.9288
45	Cannot improve their communication skills by talking on the telephone	.9277
46	Can improve their skills in percentages by calculating VAT	.9292
47	Cannot improve their IT skills by working on the internet.	.9295
48	Can improve their skills knowing who to ask for help	.9281
49	Cannot improve their skills by helping others with their work.	.9266
51	Cannot make them more reliable.	.9274
52	Can improve skills in working with males as well as females.	.9293
57	Can improve their IT skills by working on computer-aided design(CAD)	.9290
58	Can make them more punctual	.9276
59	Can train them to work independently.	.9284

Reliability coefficients 29 items (3 items: 11, 36 and 55 are deleted)
N of cases = 288
Alpha = .93

Appendix ten: Reliability analysis scale (Alpha)

No	Items	Alpha if deleted
1	**Can prepare them better for working life**	.8730
2	**Can help to improve their GCSE work**	.8742
4	**Can help them choose a career**	.8728
5	**Cannot offer them qualifications (NVQ) to do a job at 16**	.8738
6	**Can help them decide whether to take a college course or a training course.**	.8730
7	**Cannot improve knowledge/skills necessary for choosing employment**	.8743
8	**Can encourage towards vocational qualifications (NVQ).**	.8733
10	**Can make them more enthusiastic about further education.**	.8725
12	**Can help find out what opportunities are available to them**	.8701
16	**Can give them a chance to have a decent job.**	.8734
18	**Can enable them to have more GCSE passes**	.8704
20	**Can help them to know what qualifications (NVQ) are needed to reach a career goal.**	.8741
23	**Can help them find what sorts of jobs they would be able to do**	.8744
29	**Cannot help no more about NVQ qualifications**	.8701
31	**Can help them know what education is needed to do a particular job.**	.8722
32	**Can help them find out what skills are needed to improve to get a job**	.8728
40	**Can make them to be more positive towards attendance.**	.8727
42	**Can help them to make a back-up plan**	.8748
44	**Can improve their employability skills**	.8710
50	**Can prepare them to be used to working in situations with problems.**	.8737
53	**Will appear as an exclusion from the National Curriculum.**	.8754
54	**Can help to get IT based job.**	.8753
56	**Can help them to be more enthusiastic for school work**	.8718
60	**May lead students who are not in the programme to undermine the students who are involved in it.**	.8757
61	**Cannot help them choose a college course**	.8716
62	**Can help to improve skills for GCSE English oral exam**	.8739

Reliability coefficients 26 items (One item: N14 is deleted)
N of cases = 288
Alpha = .8774